



The Delta Kappa Gamma

Bulletin

Summer
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THE DELTA KAPPA GAMMA SOCIETY
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Summer 1961

The Delta Kappa Gamma Bulletin

HELEN E. HINSHAW, Editor

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ABOUT OUR CONTRIBUTORS

- Vera L. Peacock Dr. Peacock has written a number of articles for the *Bulletin* in past years. The most recent issue carried her "The Lattice Curtain," a description of life in Morocco as she observed it during her visit in 1960 on a sabbatical leave. "CREFAL Revisited," which appears in this issue, tells of an interesting experiment in encouraging initiative in securing economic stability in a group of villages of Mexico. It is particularly suitable as background for one of the themes of next year's program focus, "Developing Human Resources."
- June Dailey Mrs. Dailey is a past president of Kappa Chapter in Colorado. She returned to teaching in 1950 when her husband died, leaving her with two small children to rear. The next year she was awarded Omega State's Hildegard Sweet Scholarship to assist her in continuing her education. She is one of four members of Kappa Chapter who teach in the Fort Lupton School for Migrant Children.
- Marietta Abell Miss Abell is a past president of Cedar Falls (Iowa) Education Association and of Iota Chapter of Delta Kappa Gamma. She has served as chairman of the chapter's selective recruitment program, was a Y-Teen sponsor for twenty years and a member of the YWCA Council. In "Inspiration-Aspiration-Actuation" she tells the story of a school system, led by a forward-looking superintendent, which built bridges of understanding between school and community, administration and faculty, faculty and pupils.
- Esther J. Swenson Dr. Swenson took all three of her degrees at the University of Minnesota, her B.S. in elementary supervision and her M.A. and Ph.D. in educational psychology. Before going to the University of Alabama, she had been an elementary teacher in Minnesota and Texas, a teaching and research assistant at the University of Minnesota, a member of the faculty of Ball State Teachers College in Indiana, the superintendent of schools in Los Alamos, New Mexico, and a research associate and director of a field project in human development at the University of Chicago. In 1955 the University of Minnesota gave her its Outstanding Achievement Award. She is widely known and highly respected in elementary education.

ABOUT OUR CONTRIBUTORS

- Viola S. Titus** Mrs. Titus has taught for fourteen years in various schools in Connecticut since her graduation from Mount Holyoke College. She also has a master's degree from Middlebury College. As the busy mother of three lively children—two boys, ages eleven and twelve, and a girl, nine—she is active in three P.T.A.'s, as well as in church and civic affairs.
- Frances Laughlin** Dr. Laughlin taught first in the schools of Iowa and Illinois, then moved to Port Arthur, Texas, in 1935 and has been there ever since. She is a past president of Alpha Omega Chapter in Port Arthur. Dr. Laughlin's degrees are from the State University of Iowa and Teachers College, Columbia University. She is the author of *The Peer Status of Sixth and Seventh Grade Children*, which was published by Columbia.
- Ola B. Hiller** Miss Hiller was named in November by the International President to head the Committee on Long Range Study, which will present the proposal for the future course of the Society at the four Regional Conferences to be held this summer. "Images of Tomorrow," the speech she presented at many state conventions during the final year of her term as international president, expresses her deep concern that the Society shall move forward into a new era with a dynamic program of action uniquely suited to women in education.
- Anna L. Keaton** Dr. Keaton writes that keeping ahead of her work as dean of women in a professional teachers college which has almost doubled its enrollment in the last ten years, and seems likely to double again in the next ten, uses up most of her creative energy. The greatest event of September, 1960, for her office, and that of the Director of Housing, was the opening of two new ten-story residence wings housing 816 women. Among her most exciting activities during the next year or so will be her work on the planning committees for a number of conventions on the campus and in town—the most exciting of all, she says, the regional convention of the Intercollegiate Association of Women Students in the spring of 1962.
- Cover Design** The cover designs for the *Bulletin* are prepared by The Art Studio of Austin, Texas.
- Illustrations** Ralph White, associate professor of art at The University of Texas, is the illustrator.

**Encouraging Initiative
in Securing Economic Stability -- --**



CREFAL* Revisited

Vera L. Peacock

OFF IN THE HILLS to the north and west of Mexico City lies the lovely lake of Pátzcuaro, long known to tourists for its butterfly fishing nets, its island of Janitzio, and the colonial charm of the posada in the town on the main road. Nine years ago while the cars whirled happily past, twenty-one villages around or on islands in the lake lived exactly as they had since that day three hundred years ago when the good bishop of Quiroga called them down from the hills

where they had taken refuge from the Spaniards. Don Vasco resettled them in their villages and in the interest of a common peace he gave each village one trade. This one will weave hats. That one will work in copper. Another will fish. And so they did and by 1951 between the thriving town of Pátzcuaro and these villages those three hundred years lay as a barrier greater than China's wall or the passes of Tibet.

In the lake the island of La

Dr. Vera L. Peacock is chairman of the Department of Foreign Languages at Southern Illinois University in Carbondale.

*Regional Center for Fundamental Education in Latin America. See "Toward a Better Life," *Delta Kappa Gamma Bulletin*, Winter, 1956.

Pacanda was a fishing community which sold its catch to coastal or mountain villages. The islanders lived in small dark huts which sheltered also their farm animals and dogs. They ate, besides fish, tortillas, chili, and beans. When typhoid or malaria struck, they prayed harder and mourned their dead. From the lake came their livelihood. How could it bring them anything but good? Today this minimal existence has broadened to afford all of the inhabitants of La Pacanda a varied diet, better homes, more interesting work, a successful health program, and group recreation. With more opportunities to work and with the appearance of basketball games, piragua races, and a revived interest in their own songs and dances, the youth of La Pacanda has shown less interest in drinking and lounging and more in achieving a satisfying home and community life for themselves. There is throughout the village the happy hum of a progress which pleases the people and which they can all understand and share. How has this come about?

A few years ago a team of CREFAL workers, five students whose specialties included agriculture, health, home management, recreation, and community development, entered La Pacanda and began to get acquainted with its people. They were not welcomed; no stranger ever was. But they stayed and talked to anyone who would listen. They put on programs

of film strips and movies, sometimes with actors from neighboring towns. Like anyone else, the primitive Tarascan Indian is curious and enjoys entertainment. More and more came and as they gathered they talked. The town's problems began to come to light. The CREFAL workers offered suggestions. They showed how a basketball court could be built if each man gave so much time each week and how an asphalt surface could be applied. It took longer to persuade the people that the lake water caused many of their ills and to lead them first to want and then to obtain a good well. The women gradually understood that the six hours daily which each housewife spent on her knees grinding corn offered undreamed-of possibilities when a little grinding mill came to the village.

Of course each improvement cost something and the income of La Pacanda was pitifully small. The answer in this town was chicken raising. Chickens, pigs, and bees are good means of livelihood in communities where only home industries are welcomed; and at La Pacanda the chicken business flourished. In 1956 the National Bank of Foreign Commerce gave credit on CREFAL recommendations alone to families establishing poultry farms. By 1959 all the farms had repaid their loans and many were enlarging their holdings.

Even more encouraging was the widened outlook of the villagers. They saw that their hens had good

roofs, cement floors, and windows, none of which they themselves enjoyed. One by one the homes changed to become at least as comfortable as the henhouses. The hens had varied and balanced diets. They were vaccinated. And from observing the results of these revolutionary procedures, the farmers reasoned that they could also profit from dietary changes and a general health program. A CREFAL doctor comes every two weeks, and in his absence a group of town women who have learned something of first aid, simple remedies, and the popular art of giving injections, take over. They are proud of their responsibilities and of their white uniforms, and they take back to their families and neighbors new standards of personal cleanliness and home sanitation.

Tzintzuntán was a ceramic



center, and that trade still flourishes there with new kilns fired by oil instead of wood, so difficult to procure there, and with new types of glazes. Added to the pottery industry are weaving and carpentry workshops, organized and administered by men of this village, in which before 1953 there was not one weaver and only one carpenter. The women, freed from the most time-consuming of their household tasks, turn to embroidery, and many work on tablecloths, scarves, and blouses in a co-operative lodged in one of the larger homes. Here the girls sit together in the patio and work in surroundings perfectly familiar to them and approved by their families. CREFAL has proven how to enable them to increase the family income without subjecting them to the bewildering changes of factory life with all its attendant social problems.

Of course, businesses as extensive as these require book-keeping and some correspondence. Thus, finally to many villagers comes the idea that there is some reason for learning to read and write and to cope with figures.

Literacy has never been a prime aim of the CREFAL program. More basic and immediate are the problems of sustaining life itself and of gradually making that life more productive and satisfying. As the latter part of this program develops, the people of the villages begin to want to read. They reach a point in their more complex

working conditions where, as in Tzintzuntzán, someone has to keep books and make arrangements for the sale of their products in Morelia. They find that they cannot care adequately for their sick unless they can read the doctor's instructions. They have a fine new well and pump with printed rules for its maintenance. In varied and often dramatic ways village after village suddenly sees the need for elementary learning, and CREFAL is there to give it to them.

And now what has CREFAL learned in this near-decade of working with primitive groups and how has it changed its early program? The basic pattern remains as it started in 1951 when the United Nations asked UNESCO to find some method of reaching the millions of people who live untouched by our civilization and who need desperately to increase their ability to cope with the problems of food and shelter and to find wider opportunities of self-development through both work and leisure activities. Many countries and many organizations had tried to reach such groups with little success. Thus CREFAL had to chart its own course, now discarding methods or materials, now producing new ones. But the original method of co-operating with all the Latin American governments remains the same. Students are selected by their own governments and are sent to CREFAL in teams of five, representing different fields of interest—health, agriculture, and so on.

These young people must have had the highest education their own countries afford and must be potential leaders in their special fields. Their governments subsidize them and their families during their eighteen months at the school.

As soon as a team arrives at Pátzcuaro, it is broken up and each student joins another five-person team made up of the same specialties but with students from different countries. Thus, for his whole training period the student works closely with four others from countries possibly hostile to his own, in any case offering a great variety of traditions and ideas. In this constant living and working together for a long period of time we see a splendid example of international co-operation directed toward improvement of life rather than toward its destruction.

The basic course still lasts eighteen months and still has its three stages: an intense study period, one of practical activity in workshops and laboratories, and six months of field work in which the students function as teams in primitive communities. Primary emphasis is still on CREFAL's great contribution to educational practice: (1) to reach a primitive people one must work from needs they are aware of to those they do not recognize and (2) no educational program involving a community can progress faster than the ability of a large majority of the group to participate in it. Educators have theorized along these lines before but CREFAL

demonstrates their successful application.

The physical set-up of CREFAL has been greatly improved in the last four years. The center of it is still Erendira, that beautiful home overlooking the lake which ex-president Cardenas gave to the school at its beginning. The acquisition of additional land has permitted the erection of student dormitories, a theater, and a snack bar and the finishing of a fine library. Classroom space is now more plentiful and better adapted to its uses, especially in the areas of audio-visual techniques and poster work. The general financing—by UNESCO, OAS, the UN and three of its agencies, FAO, WHO, and ILO, and by the government of Mexico, which has supported the project in every possible way—remains unchanged.

Curricular modifications have come about largely to enable a student who is a specialist in one field to know enough of the other basic areas to work intelligently in a region where he must operate alone. Many of the earlier graduates found themselves in such situations. Now everyone learns something of the other basic areas, enough at least to recognize which problems require calling in a specialist and which may be solved without. Also, these core courses are now correlated with much more in the way of observation and direct experience than formerly. There is also a new emphasis on Social Service and Community Development. This

is in part a semantic change. Graduates left CREFAL as experts in Fundamental Education and in their own countries no one knew what they were. Community Development is a term widely recognized. In the first years English became part of the regular curriculum at the students' request. They soon discovered, however, that long hours of very hard work were barely sufficient for the basic schedule and English had to be dropped. Both it and French are now offered as electives at night.

A tendency, rather than a change, is the effort to draw students from positions which will admit their enlarged capacities on their return. Experience has shown that those students who come from positions involving some administration have the greatest opportunities of using their CREFAL training. They have already some channels through which to disseminate their ideas and often the means to implement them. Also, their new training and certificates are accepted in better part by their colleagues than is often the case with classroom teachers. The latter, frustrated in having little outlet for their new wealth of material, feel unhappy in their former positions, which often must remain the same. Another group which CREFAL would like to attract in greater numbers is that of women specialists in health and home programs. They can enter village homes and work with the women whereas men cannot do this.

Another change is seen in the greatly increased production of prototype educational materials: that is, materials tried out and found effective with one group of primitive people and therefore suitable models for the preparation of similar tools for other groups. At first it seemed that no one set of materials could ever be widely used, so greatly did the way of thinking and the taboos of one community differ from those of another. Each group demanded its own type of motivation and its own version of even simple situations. The special character of any village is still a basic factor and all materials have to be adapted to it. Nevertheless CREFAL has found numerous fundamental similarities which make possible this production of sample materials. They include the motivating agents of the reading-readiness period such as place names, street signs, names of buildings, posters, films, film strips, and puppet plays. Since the aim is functional reading, not mere mechanical ability to recognize and pronounce words, these motivating agents and the primers which follow had to be tested over and over again. They must lead to reading with understanding and to the reader's conviction that this is a necessary and enjoyable skill. At present CREFAL can make available to

any government requesting them motivating materials, primers, and supplementary readers for all except the most advanced stage.

Since a successful program removes in a few years from the category of primitive communities the villages in which teams operate, those around Lake Pátzcuaro are no longer suitable laboratories in which to develop the initial contacts. Thus teams are being sent into remote regions for their field work. CREFAL insists upon close supervision and frequent consultation during this period and problems arising from distance are now major ones.

The leaders of CREFAL work constantly to improve their program. They consider further streamlining of the core courses and they debate shifts in emphasis. They try to make available more special scholarships. In all this they work for a great cause, the liberation of millions of people from ignorance and superstition and their integration into the social and economic developments of the countries in which they live. Only through such participation can they contribute their distinctive gifts to our civilization. Only through it can countries with large primitive groups, such as Ecuador, Bolivia, and Peru, hope to achieve the future they envisage.



All the flowers of all the tomorrows are in the seeds of today.

OLD CHINESE PROVERB



Education for New Roles

June Dailey

THE BIG YELLOW school bus was loaded and ready to leave. Arms waved vigorously and children called, "Bye, teacher, I'll see you next year." It was the last day of our fourth summer session for migrant children. The seats were filled with Mexican children of every description—some barefooted, some in fancy party dresses. Many clutched cinnamon rolls and other food saved from their hot lunches. Some held flowers teachers had brought from their gardens. How

they love to share the good things they get at school with their families at home!

"Home" to these children right now is the crude one-room shelter rented for a nominal sum at the farm labor camp near Fort Lupton, Colorado. Most families are large and the house is so crowded it may be necessary for some of the family to sleep under the stars. However, facilities provided here are better than those the migrants have access to in many areas where they work. Next week "home" may be in Idaho or near the potato fields of Nebraska.

Mrs. June Dailey teaches one of the second grades in the Fort Lupton (Colorado) Consolidated Schools.

The editor of the *Platteville Herald*, a weekly newspaper in a nearby town, has this to say about migrant housing: "When we first arrived in this area we thought the labor houses were atrocious. We still think so. And back then we looked askance at the farmer who said it wouldn't do any good to 'fix-up' a house. The workers would move in by the dozens and not be comfortable until the house was 'unfixed'. We've seen a couple of these 'fixed-up' houses the season after they housed migrants. We know now what the farmer meant."

Most of the migrant families in this area spend the winter months in Texas and follow the harvest north. They provide the vast army of workers needed to harvest the crops in our country. Because families are large, the pay is small, and the availability of work is often adversely influenced by growing conditions and weather, it is necessary for every member of the family able to do so to go to the fields when work is available. Small children pose a problem: they must either be left in the camp with one of the older children or be taken to the field where they create a serious problem.

Because of the changing labor picture it is imperative that the children of migrants receive an education that will permit them to fill a new role in the labor picture of the future. The availability of jobs for unskilled labor is declining rapidly. A study made by the United States Department of Labor

showed that 22 per cent of the work force was involved in unskilled labor jobs in 1940. The Department states that by 1975 there will be jobs classified as unskilled for only about 7 per cent of the work force. In the face of the decline in unskilled jobs, the migrant worker must be prepared for full participation in our society. The Department of Labor has said the work force over the next ten years must be increased by at least five million. The children of migrant workers today must be part of this number required to fill these jobs in the semi-skilled, skilled, and professional categories of the labor market.

There is evidence of the decreasing demand for migrant labor in our own locality. In 1957 the Fort Lupton Canning Company experimented with a mechanical bean picker for the first time. This summer they plan to use four such pickers. One mechanical picker will do the work of seventy-five laborers. The pickers will be supplemented by migrant labor.

One of the major problems facing education today is that of preparing children of migrants to fill a new role in the labor picture. The problem is a big one! One of the first stumbling blocks is that of obtaining sufficient money to provide the facilities needed to educate migrant children. Most school districts have all they can do to finance the education they wish to provide for the children of their permanent residents. The

added financial burden that must be assumed by the school districts to educate migrant children is more than most of them can bear.

Colorado has operated summer migrant schools for six years. Here the money for the actual expenses connected with the operation of the summer migrant schools has come from the emergency contingent fund of the school foundation program. Buildings and all necessary equipment are supplied by the school districts. This year a bill will come before the state legislature seeking a specific appropriation for the summer schools. A three-year study just completed shows the need for twenty-two migrant summer schools in Colorado. At present six such schools are in operation. State money will help, of course, but the problem is more complex than the state can adequately handle. Federal legislation is needed to provide the money necessary to educate the children of workers who so often cross state lines in their search for work they are capable of doing.

Some type of federal compulsory attendance laws pertaining specifically to the migrant child is also needed. Not only do laws vary from state to state but the enforcement of existing laws is far from uniform. Because of poor attendance there are wide gaps in the education of many of the children.

There are many reasons for poor attendance and these problems are very real to the migrant family. Naturally, children become

discouraged when they find themselves far behind classmates of the same age. Older children may be retarded as much as two years or more. Their labors may be desperately needed to supplement the family income. Most families are large and often it is necessary for the older children to care for younger children while parents work. Most of our migrant families are Mexican and family ties are very strong. Parents are often reluctant to send their children off among strangers.

Many of the children have little or no encouragement from their parents to attend school. Mexican families have the characteristic of letting each day take care of itself. After all, there is always *mañana*. Hence it is difficult for them to see the handwriting on the wall when it comes to the future of their labor picture. Many of them simply do not have the foresight to see what will happen if their children are not educated to do other types of work now that farm labor is becoming more and more mechanized.

Keeping adequate school records and then having the records where they are needed is another puzzling problem. If records are sent with the child when he leaves a particular school, they are invariably lost in the move. If the school writes to a previous school for records, the child may have moved on before the records arrive.

In 1957, when it was decided

that Fort Lupton would be an ideal location for one of the Colorado pilot migrant summer schools, our superintendent, Mr. Leo W. Butler, found there was scarcely any information relating to education in this specific area. The first year our school was in session for only four weeks, but the term has been lengthened to five weeks for the last three years. Not many migrants arrive before the middle of July when the green beans are ready to harvest; thus, school is in session the last two weeks of July and during the first three weeks in August.

Teachers of the special session were selected from the regular teaching staff. Many children of Mexican permanent residents are enrolled during the regular school year, and our teachers have had experience working with children of the Mexican culture. It is important for teachers to understand the culture that differs from our own in so many ways.

Following are some personal characteristics possessed by many members of the Mexican group. These personality characteristics are among many commonly noted but may be variable among the individuals.

Individualism. Wanting to be known for what he is and not for what he accomplishes. This results in personal-centered attitudes rather than ability for team or group play. This is evidenced by their interest and skill in playing marbles and in wrestling—those sports where they can excel as individuals. The first year our school was in operation we found the children very reluctant to enter into

group games. Their attitudes and ability to play together have improved, but only after much urging and guidance from the teachers.

Fatalism. An attitude of accepting things as they are and adjusting life to facts rather than an ability and desire to change ways or events to fit his own needs.

Chauvinism. Jealous or belligerent patriotism to any cause. Blindness to intelligent facts that may be contrary to beliefs. Sensitivity to insult.

Imaginative creativity. As shown in elaborate handworked items and highly decorative architecture. Often shown in their creation of diminutive objects of art.

It was the feeling of those planning for our first school that health education and the health of the children was of utmost importance. Hence, each child is provided with some of the tools necessary for good grooming and for good health: tooth brush, soap, comb, and towel. Instruction is given in their proper care and use. At the end of the term the children take their tooth brushes, soap, and combs with them. During the first year tooth paste was provided but in succeeding years a mixture of salt and soda has been used. It was felt that this is less expensive and these ingredients can be found in their homes. The children have supervised showers three days each week. Some arrive clean and neat, but others are desperately in need of the showers.

Good nutrition is one of the crying needs of the migrant family. Because they are on the move much of the time and because the mother works in the field with the rest of



the family, their meals often consist of lunch meat, bakery goods, and soft drinks. Each morning we have a "milk break" at nine o'clock. The milk and graham crackers are eagerly anticipated by the children as many of them have had no breakfast before boarding the bus. Some come with "breakfast" in their hands—potato chips or Fritos. A well-balanced meal is served at noon. Ten cents is paid by those children who can afford it but no child is denied a hot meal because he does not have the money to pay for it. Mr. Butler has this to say:

"Perhaps many of these children profit as much from this balanced meal each day and the training in table manners as from anything we do for them." Much needs to be done to educate these families in the importance of good nutrition.

The children have learned to eat new foods that at first were left untouched. Gelatin salads and desserts were left on most trays the first few times they were served. Because of the lack of refrigeration in their homes, the children were not familiar with this food. However, it was not long before they were asking to take some of the gelatin home to share with their parents. How disappointed they were when they found it would melt!

Afternoon activities for the children are planned and conducted by the Harvester group of the Migrant Ministry and by the Catholic group. These groups also assist by going from house to house in the mornings, awakening the children, and helping them get ready for school.

Emphasis in our school is placed on the fundamentals: reading, writing, arithmetic, language, health, and science. There is so much to be covered and we can barely scratch the surface in five weeks.

The problem of language is indeed a major one. This problem is not confined to learning the new words alone—of translating one word of one language simply over

to another word that has identical meaning. This would be a matter of memory alone. The crux of the language problem is in aiding the child to know the new concepts which are embodied in the words of the new language. To Manuel we cannot simply say, "You have lost your book!" Manuel does not think this way. Manuel did not lose the book; the book *Se me perdio*—(it lost itself on me). Manuel was not the instrument of activation, he was the recipient of the results of an activity that took place quite outside himself. If the book had not taken it upon itself to become separated from Manuel it would not be lost now. Manuel must learn that *he* lost the book—the reason for losing it is yet another matter—rather than the negative attitude that he had nothing to do with the creation of the problem. This can be a hard thing to learn; it includes a concept entirely new to him that is quite unacceptable because his people have never viewed the matter in this light.

The question of grouping the children for most efficient teaching was uppermost in the minds of the planners. The first year they decided to group each child according to the level of achievement he had attained. This proved to be a rather unsatisfactory arrangement as nine- and ten-year-olds were in classrooms with six-year-old children. In succeeding years children have been grouped according to age. This creates a better social

atmosphere in the classroom. However, it does mean that individual tutoring is more or less the result. The wide differences in the levels of achievement of the children and the short attention span make group work in many areas almost impossible. Keeping the children profitably occupied while the teacher works with individuals and small groups is most difficult.

Working conditions have a definite influence on the children. When it is rainy and workers cannot go to the fields, we can see the difference in the children. The atmosphere in the camp is unsettled and children do not get enough sleep. This causes a bad situation for everyone. Attendance is usually down on Monday after the celebrating that goes on Saturday night and Sunday.

Planning for each day's program is difficult. Almost every day new faces appear in the classroom. Some are absent or have withdrawn from school with no notice whatsoever. It takes valuable time to orient new children and find the level at which they can work.

Each day after the children leave for the camp, teachers and administrators gather for a short meeting to talk over the happenings of the morning. This has proved most helpful for all. As we share our problems, discuss future plans, relate interesting incidents, we all gain in our ability to help the children.

We feel we have made progress in the past four years. In 1957

eighty-eight children enrolled in our school. This past summer there were 152. Some have been present for all four sessions. In addition to the Mexican children a few Puerto Rican and Indian children have attended. Conduct in the classroom, in the halls, in the lunchroom, and on the playground has improved greatly. The children are more interested and attendance is better. Still, the little we can accomplish in five short weeks is so inadequate.

In 1958 the Fort Lupton migrant school received the Freedoms Foundation award for "outstanding achievement in bringing about a

better understanding of the American way of life." During the summer of 1960, *Time* magazine published an article about migrant education in Fort Lupton.

Every citizen in this country benefits from the labors of the migrant and it is only right and fitting that every citizen have some share in seeing that legislation is forthcoming to make education for each child possible. The traditional role of public education in the United States has been to develop to the fullest potential the capabilities of the individual. The children of migrants must not be left out!



The prospect that in the coming years a large majority who enter college teaching may have only a year or so of advanced preparation is deeply disturbing. If this happens, the quality of college education will certainly undergo an insidious erosion which, though not dramatically apparent to the public, could have disastrous long-run effects upon our society. It is doubtful that any individual college or university, however strong its position, could hope to escape the impact of a quality shortage of this magnitude.

THE PRESIDENT'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL

Helping People To Live With People -- --



Inspiration—Aspiration—Actuation

Marietta Abell

PICTURE THE EARLY American school as it was—the social center of the community, a social agency serving both youth and adults. Here was the locale not only for the formal education of youth but also for box-socials, debating contests, spelling bees, and, often, worship services. In this closely knit community there was no need for loyalty oaths. People were close to each other and to

the heart of the school; they knew what was happening there and recognized and accepted their special responsibility to support and maintain their school. It was a situation in which people could rightly say, "This is *our* school."

As life became more complex, there developed the practice of hiring professionals to do all the tasks that had formerly been done by the lay people themselves. Then, as the professionals took over, there developed the problem of keeping lay people in touch with the schools, close enough so that

Miss Marietta Abell retired in 1958 from the position as teacher of social studies in the Cedar Falls (Iowa) High School, which she had held for twenty-nine years.

they would be able to think in terms of *our* schools instead of *the* schools.

In coping with this problem, educators developed the philosophy that the closer people are to their schools, the better those schools will be. How does a community deal with the challenge of such a philosophy? The Cedar Falls (Iowa) Community School, under the guidance of a forward-looking superintendent, has succeeded in merging the talents and energies of professional educators and lay people into an active togetherness that has done much to determine just how schools can better serve children and at the same time serve the needs of the community.

In this school system, the potentials of achieving this goal lie in the fact that a bridge has been built from the schools into nearly every facet of community living. In part this has been done by emphasizing the idea that our public school is a servicing agency. These are your schools! What do you want them to do for your children? What do you want them to do for you? Do you want to learn to type, drive a car, learn a foreign language, discuss great books? We are here to serve *you*.

In the pursuit of scientific excellence, local professionals—engineers, physicians, radiologists, researchers, chemists, and specialists in many areas—work individually with students in their laboratories to help them develop specific scientific interests.

There is David, for instance, who built an electric computer which not only gave him personal satisfaction but also won him National Science recognition, paid summer work in the New York IBM research laboratory, and later a trip to San Diego Naval Air Base. This was much more than a one-student accomplishment. There were local scientists who advised and consulted; there were many citizens who purchased the needles and miniature Bibles which the potential scientist sold to earn money to finance his machine; and so his honors were colored with community pride and interest. This is the specific story of one science-minded youth, but it is the general picture of many and is surely evidence of an environment of learning.

Active loyalty shows itself in groups of patrons providing school services beyond the tax dollar. In one elementary building, mothers who have the interest and ability take turns coming to the school at noon to assume the responsibilities of lunchroom supervision so that the classroom teachers may be relieved during the lunch period. In another elementary school, mothers come to school at noon to serve hot lunches to children who must eat their noon meal at school. In that same building, fathers laid the asphalt tile and mothers made the curtains for the multi-windowed rooms. At another, parents improved recreation facilities. One Parent-Teacher Association group purchased playground equipment,

provided a parking lot and a sidewalk. Why? Because of the working philosophy that these are their schools. They are proud of them!

Service clubs co-operate to bring foreign students to our schools. It is a thrilling experience when these young people from other countries appear before groups as evidence of creating better understanding through education. This what-can-your-school-do-for-you attitude has helped to build a bridge of understanding between school and community in a way which expounding truisms and dogmas seems never to have done.

Realizing that one way to be relatively certain of the correct choice of a career is to have actual practice in a real situation, the Future Teachers Association in the local high school organized themselves for cadet teaching. Each cadet, who is carefully screened by school personnel, spends two hours each day, first observing and then working closely with and aiding an elementary teacher for a semester. The cadet does not serve as a substitute teacher nor does she represent a plan to supersede the college training program; rather, she reflects a guidance project designed to help youth find themselves vocationally. It is definitely a two-way service: the ablest teachers are relieved of petty tasks that are time and energy consuming, and so they are better able to give and to maintain excellence of performance; and the potential teacher profits by the professional friendship and the

practical motivation for her chosen career. There is also the possibility that such a program may stimulate the interest of others and so contribute to recruiting them into the teaching profession.

In this community-school laboratory where there is continuous search for something better, individuality of the teacher is a treasured possession. There is no common method; a teacher uses that method by which she secures the best results. "She is the administrator of her classroom" and she is free to express her talents in her own creative way. This individuality gives dynamic personality to the whole procedure.

As to the matter of goals, that is something different. Common goals are agreed upon by an elected representative council of teachers and administrators. Then each goes his particular way to use his talent in the way by which he can achieve the most rewarding results. The continuous search for something better involves creativity, lack of restraint, superior goals, and a curriculum tailored to fit the needs of the individual child. Children grouped according to abilities reveal that there are extraordinary possibilities in ordinary children. The child's growth in a particular area is measured by individual progress and not by comparison with other children. This flexibility in grouping makes it possible for the child to move at his own rate of growth.

Basic to bringing about better



understanding is good communication, and one very important channel for bringing co-operative understanding between this school system and the community is through press releases. The junior high school and the senior high school each release a one-page account of their activities in the local paper each week. The superintendent writes a weekly column, "It Seems to Me," which is published in the local paper and in which he interprets the philosophies, goals, and activities of the school system. He also writes a similar column in the official state education publication. One is definitely aware of the positive effects of these communications in the feeling of camaraderie and constructive loyalty to education that has developed.

Further publications of a professional and interpretive nature in the form of books, pictorial reports, brochures, and magazine articles have proved to be convincing and effective public relations vehicles.

The community has easy access to radio and television studios, which are used not only for news releases but also for student activity, especially in the areas of music, speech, and athletics.

Personal letters of congratulation, commendation, and encouragement from the administration to lay people, teachers, and students provide a continual spur to loyal activity and accomplishment. The sympathetic press has not only helped to carry school bond votes, but has surely been a significant factor in establishing a close liaison between administration, board of education, and patrons.

There is another area in which the press plays an important part in creating educational climate. Believing that the best environment is one in which there is no domination by any one activity, the administration has developed co-operation with the press to give headlines to scholastic achievement as well as to sports, dramatics, and musical accomplishments. When a

headline in the local paper reported the story of the recognition by Phi Beta Kappa of the scholastic achievement of a group of university freshmen who had graduated from our high school the preceding year, patrons of the school had good reason to believe and to be proud that academic achievement stands high on the list of our education goals.

In the efforts of this school system to find that *something better* and to bring the people and the school constantly closer together, the method of reaching that goal is through evolution rather than by revolution. A citizens' advisory council of twenty-five key citizens has made significant contributions in making surveys, doing research, and recommending improvements of the existing educational system. Their own growing understanding of the problems and their interpretation to others of the long-range need for building and curriculum change have been very significant in developing citizen co-operation in acquiring expanded classroom space and modernizing the curriculum.

When the citizens' council reaches the conclusion of their particular piece of work, an elective advisory council of administrators and teachers takes over and carries the ideas through to the resultant changes. Developing of a flexible primary school program for kindergarten and grades 1, 2, and 3; grouping of children in classes according to their performance

ability; expanding the specialized teaching in the intermediate grades thereby developing more closely knit teachers' teams; and building a more specialized program beginning in grade 7 for children whose performance indicates they will not do well in college—all of these are changes that are indicative of active togetherness.

Regularly scheduled conferences of parents and teachers are a powerful medium for accomplishing this get-close-to-each-other relationship between school and public. Not only do the parents come to the school to become familiar with that environment but also there is a meeting of minds regarding a common subject—the child. It is estimated that parents and teachers exchange from two thousand to three thousand words in a fifteen-minute conference. In expressing his thoughts and feelings to an understanding and sympathetic teacher who lets him take the initiative, the parent comes to feel he is a very necessary part of his child's school and education; and a fine rapport is thereby established.

Significant evidences of lay-citizen participation in the educational system came to everyone's attention in February, 1959, when, under the leadership of the P.T.A. Council, nearly three hundred more people than were actually needed signed an authorization for voting on a legal maximum bond issue for expanded classrooms. That willingness to be taxed dispels any doubts

that Cedar Falls citizens are constructively interested in their public school system. A nine-building physical plant now houses over four thousand pupils. That number represents a 55 per cent increase in the last five years. By fall, two additions and one new school building will be ready for occupancy.

This kind of togetherness activity seems to set off a chain reaction, and we find organized groups of professionals as well as lay people including each other in group meetings intended to clarify educational situations and procedures. After the local state teachers college, working through its laboratory school, spent eight weeks working experimentally with a group of fifth grade rapid learners from the area, the local Delta Kappa Gamma chapter arranged for a Saturday meeting to which they invited the public. At the meeting, which was very well attended, members of the project staff explained the purposes

of the enrichment project, the types of learning experiences, and the results, and also answered questions about plans for a similar project in the summer of 1959. Incidentally, Dr. Nellie Hampton, then president of Iota Chapter, is the director of the rapid learner program. Phi Delta Kappa, an active Woman's Club, and all Parent-Teachers Association units frequently sponsor similar co-operative activities.

In this program of active togetherness the local Board of Education reflects the conviction that in education there is a very great need for quality in everything—administrators, teachers, custodial services, building and instructional supplies—and that this quality is further necessary in great quantity. Genuinely interested in the advancement of education in their community, they co-operate each year in making in-service training classes available for teachers and administrators, sometimes attending the classes themselves. Classes



are conducted by college and university professors, the tuition is financed by the Board of Education, and full college credit is given. Courses in guidance, administrative training, science, and investments and finance are representative of classes that have been attended by nearly 100 per cent of the faculty.

Business Education days have been successful in establishing rapport between the two groups. Business and industry generously arrange tours and lectures as a means of acquainting both educators and pupils with those phases of community life. In return, the schools act as host to representatives of commercial interests—one or two at a time—to spend a day in a particular school where they visit classes and then confer with representative students.

Togetherness is not achieved without struggle. Individual values are strong and many persons have to be won over to the values of the group. The successful result comes from the patience and diplomacy of the leaders, those ambassadors of co-operation who conscientiously try to do nothing that will divide the group. The corporate personality supersedes the individual one, and the resultant intelligent, considerate personality comes to operate; and thus each member knows

he is recognized for every contribution he makes. If the group is not able to accept his idea as it stands, any imperfection in his thinking is so tactfully corrected as to help him to accept the correction graciously. There is a very fine point reached at which the group is ultra important, but the individual does not lose his identity. This is the quality of membership of the professional-lay citizen relationship in the Cedar Falls School System. This we call excellent performance—the result of blended talent and motive, plus ability to understand better what teachers do, what is expected of students, and what it costs to provide an education program that will produce superior results.

Cedar Falls, with a population of approximately 20,000, is primarily a residential community. With a tax base of only \$6,000 per pupil, quality education calls for personal sacrifice. But without sacrifice, nothing worthwhile was ever accomplished. Our goal is to have by 1970 one of the world's finest school systems, its graduates bringing distinction to themselves, their parents, and their community.

Coming together is the
Beginning,
Keeping together is Progress,
Thinking together is Unity,
Working together is Success.
—Anonymous



Eager To Learn

Esther J. Swenson



IF STUDENTS were only eager to learn! Then indeed would the teacher's life be easier. Shakespeare was certainly not the first who ever noticed

... the whining school-boy, with
his satchel
And shining morning face, creeping
like snail
Unwillingly to school.¹

Nor was he the last! Teachers, parents, and other citizens who look at our schools with critical eyes often decry student apathy

toward school and school learnings. Sometimes they lay the blame on the learner, sometimes on the teacher, sometimes on the home, but usually on someone other than the critic himself. Eagerness to learn, willingness to learn, or some form of motivation is an essential of the learning process.

No Learning Takes Place Without Motivation

Motivation is not an "extra" in education. It is an absolute essential if learning is to occur. Therefore the first responsibility of a

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¹William Shakespeare. *As You Like It*, Act II, Section 7, Line 145.

teacher is to make learners want to learn, or to want something else so much that seeking it will cause them to learn. Good teachers at any school level—nursery school through graduate school—organize the learning situation so that the learner's attention and efforts become focused on something-to-be-learned. Marie Rasey expressed this idea very well:

"There you have the crux of the matter. Teaching is concerned with the *want* to. To help those learn who want to is a relatively simple matter. . . . But teaching . . . also deals with focusing desires now diffused, and stabilizing focused purpose until it ignites that upon which it falls, as does the light through a burning glass. This, too, is teacher business, but in this the teacher is not the giver as we imagine. He is scene shifter and stage manager—manipulating circumstances about the learner, turning full spotlight on some items, shrouding others in intriguing shadows. Teachers sometimes get mixed up as did Rostand's Chanticleer. Roosters don't crow up the sun, whatever they think. They just announce it. Teachers do not educate. They are bystanders. It is experience that educates. We facilitate the learner's experiencing so that he becomes more skilled in living and learning."²

Some teachers may object to the statement that no learning takes place without motivation. They may consider this too strong a

statement. Perhaps such objection is due to a limited concept of what motivation is.

Motivation Happens in the Learner's Experience

One rather naive notion about motivation is that it is something teachers do to learners, e.g., the teacher "motivates Jack to learn his history lesson." Formal lesson plans have often included a "motivation step" telling what the teacher planned to do to stimulate interest and effort on the part of the learners. While this use of the term is not exactly incorrect, it falls far short of the fundamental meaning of motivation as something that happens to learners. Motivation is an outgoing, continuous process in and through which the learner becomes oriented in a certain direction and is "moved" to expend energy to achieve a goal he perceives to be in that direction. Sometimes the directional character of motivation is very obvious and specific; sometimes the direction is toward a general area within which the learner perceives that which he seeks.

Making Learners Want To Learn Is More Than Following Their Interests

True, teachers do need to learn all they can about their pupils' needs and present interests in order to utilize those needs and interests in motivating learning. But that is not enough! Making learners want

²Marie Rasey. *This Is Teaching*, page 5. New York: Harper and Company, 1950.

to learn is not only *following* their interests but also—and more fundamentally—*leading* them to the development of new interests.

The numerous quips and quotes about “progressive education” as a following of children’s whims and fancies of the moment are most misleading, both as to the meaning of a general school of thought and as to the meaning of motivation of learning. Illustrative of this misconception is the cartoon of a young child stamping his foot at the teacher and shouting, “But I don’t want to do what I want to do!” The reader is amused because the situation is so obviously ridiculous; so also one can only label as ridiculous the idea that so central a concept as motivation of learning can rest soundly on transient or superficial learner desires.

Interests are not inherited or in-born; they are learned. Teachers have a responsibility to give their pupils a taste of new areas of learning, new ideas needing exploration, new challenges to learning. To the teacher these may be old rather than new; but his acquaintance with them should serve to enhance rather than dull their appeal to the learner.

Learning Must Begin Where the Learner Is

When we say that teachers *should* begin where the learner is, we are not being emphatic enough. We *must* begin where the learner is if the results of his learning are to be

satisfactory. As frequently as this principle of teaching has been put forth, one would think that more progress would have been made than is readily apparent. Too many teachers still consider beginning where the learner is as a “good thing to do if it can be conveniently arranged” but do not consider it as an absolute essential, which it is. The fact is that there is no other starting place for learning. Any particular learner must begin with his own present interests, present knowledge, present understandings, and present abilities. These are the foundations for all his new learnings.

When teachers ignore this basic principle of guiding learning, the desired learnings cannot occur. Learners cannot start “ahead of themselves” in a learning task any more than they can travel to another geographic location by starting at a point they have not yet reached. Learning may take place when this principle is ignored or violated, but it will not be a desirable type of learning in the area for which the learner’s background is inadequate. Johnny may not be ready to be pushed into learning the meaning of the multiplication process. If his teacher insists that he must “learn multiplication” *now*, he may learn to parrot multiplication tables, he may learn to hate arithmetic, but he does not learn to understand the multiplication process, which was the intended goal for which he needed further background.

All Learners Are Motivated One Way or Another

Living human beings *are* motivated; that is, behavior is caused. Our responsibility as teachers is one of channeling and directing and guiding learners' energies toward worthwhile learning results. We do not deal with a simple matter of presence or absence of motivation, but with consideration of the *degree* and *type* and *direction* of the learner's motivation.

The high school student may be mildly motivated to learn about differential equations, but not enough motivated in that direction to put out the effort required for him to reach optimum success in this learning task. His teacher's job is to help him become more highly motivated—by presenting the content in a most interesting way, by showing him why or when or how he may have need for handling differential equations skillfully, or by devising a situation in which the student himself will discover his present need for this learning. On the other hand, a learner may be too much motivated to learn at optimum level. Perhaps he is so highly motivated toward success in his algebra course (by threat of a failing grade or in competition to do better than other students) that he becomes overly tense and

cannot learn as well as if he were less keyed up. Then the teacher's task is to seek to dispel the pressure which is operating to interfere with learning.

Motivation also varies as to type in terms of being "intrinsic" or "extrinsic." Much confusion and error is often attached to these two terms. The worst error is perhaps that which specifies that extrinsic motivation is external to the learner and his needs, interests, and orientation while intrinsic motivation is internal to the learner and his needs. This is an inaccurate and dangerously misleading distinction. All motivation is internalized for the learner, or he is not affected; hence, if it is not within the learner, motivation does not exist. There is no such thing as motivation which is external to the learner. The proper orientation of the terms "external" and "internal" is to the task at hand, the learning task or learning



material or sought-after result of learning. If a college student is motivated to learn French because he desires to learn to speak French fluently (for whatever eventual purpose), he is intrinsically motivated to learn French. If he wants to learn French only because it is one of the requirements for a college degree in some other major field of study, he is extrinsically motivated to learn French. Usually, intrinsic motivation is to be preferred to extrinsic motivation; but to deny the possibility of desirable learning results from extrinsic motivation is to avoid the truth. Further, a student who begins his learning of certain content because of extrinsic motivation toward that content may and often does become intrinsically motivated to continue his learning in that area. To make this happen is often the goal of the superior teacher.

Further difference in motivation is in direction. Sometimes learning proceeds *toward* a goal; sometimes, the goal is the avoidance or moving *away from* an irritant or goad. Rewards (intrinsic or extrinsic) lure the learner *toward* certain types of behavior. Punishments (intrinsic or extrinsic) force him *away from* wrong or undesirable behavior. Usually reward is better than punishment as a stimulant to learning; but in any particular case, the appropriateness of the reward or punishment must be judged in relation to the learner's behavior and his interpretation of the specific reward or punishment. What the

teacher considers a reward may be interpreted by the student as a punishment, e.g., being singled out of a class for public praise.

What Motivates One Learner May Repel Another

Motivation is an individual matter. The teacher who assumes that all learners will respond to the same conditions in the same way only deceives himself. For example, young learners (and less mature older ones) respond best to short range goals that they can see; older, more mature learners can be motivated by long range, remote goals because they can comprehend them even in their remoteness. The wise teacher does not abandon long range goals for the learner who is less mature, but sets up intermediate goals which he can understand as he progresses toward the point from which he does eventually see the longer range goals.

So often elementary and high school pupils ask, "Why do we have to learn this?" And very often, their teachers and parents respond with some such answer as, "You'll need this in your future occupation" or "You want to grow up to be a well-educated person, don't you?" The young learner may not be opposed to such far off goals; but neither is he closely touched by them. He is more apt to see *why* he needs to learn to spell words correctly for a letter he is going to mail tomorrow than for some remote use in his future occupation.

Another example of the individual character of motivation is found in the widely varying appeal of reading materials. A child who shies away from reading "regular" classroom reading materials may be highly motivated to read complicated directions for building a ship model in which he is interested.

Each Learner's Level of Aspiration Is an Integral Part of Any Motivational Pattern

No teacher can well ignore the learner's level of aspiration for himself. If a child thinks he cannot learn to read well, he cannot—until somehow he has first learned to believe that he can. Workers in reading clinics emphasize this point repeatedly. The learner must somehow believe in his capacity to achieve before he will put forth effort toward a given accomplishment. If an adult thinks he is a failure, he must somehow be led to see himself in a successful role before he can be well motivated toward objectives he thinks are beyond him. He will work for desired goals when, and only when, he sees some chance of success for himself in relation to these goals.

Teachers and parents alike must consider how realistic are their own levels of aspiration for a particular learner as well as how realistic are his aspirations for himself. They need sometimes to help a learner lower an unrealistically high level in a given area of learning; for instance, they should help a girl modify her aspiration to be an

opera singer if they are *sure* she cannot attain that goal. Sometimes what is needed is the raising of an unrealistically low level of aspiration, as for a brilliant student who does not realize his own potential for success in mathematics or art or business.

What is always needed is a level of aspiration which is adapted to the individual's present and future capabilities and needs. Failure tends to lower one's level of aspiration; success tends to raise it. Much time, effort, and unhappiness can be avoided if teachers do a good job of helping students find their proper levels without having to go through unnecessary trial and error on the way.

Teacher Goals and Learner Goals May Be Different Without Being Contradictory

The teacher may be thinking in terms of helping a pupil to become a clear thinker; the learner may be thinking only in terms of solving the immediate problem. The teacher may be aiming toward developing creativity in the learner; the student may be focusing all his attention on expressing through art media a particular idea he has in mind, or he may just be having fun as he experiments.

The teacher's and the learner's goals may be different without being contradictory; either may actually support the other and work to the benefit of the learner and his learning. The teacher should see further than the child and should

accommodate the situation to fit the child's future as well as present good. Even when the learner is not a child, he will receive the best guidance from a teacher who sees beyond the present task or the present day's lesson.

Also, means to an end may later become ends in themselves. The boy who opens a volume of the encyclopedia to find a needed piece of information may thereby stumble into an interest in a new area of knowledge that happens to come thus to his attention. Skillful teachers are quick to capitalize on such occasions, or even to devise them.

Knowing Learners and Knowing Content To Be Learned Are the Safest Guides

Because motivation is so complex

a factor in learning, because it is so much an individual matter, and because it derives from the learner's reaction to things-to-be-learned, detailed prescriptions for motivating learning are out of order. If any rules would be effective, they would have to be general enough to take in the complexity of the task. Two such very general but very fundamental rules are these: (1) Know the learners individually and collectively. (2) Know the content to be learned.

These two rules are simple to state, but difficult to apply. No teacher ever achieves either to the fullest extent; but to the extent that he does achieve them, he will possess the background for making students "eager to learn."



... The illiterate two-thirds of the human race ... reach up a hand asking, "Who will help us?" Anybody who offers to take that hand can have them, even if he lies. They are the easiest people on earth to win as friends—easy for us, equally easy for the Communists. The Communists promise to lift them, because they want to enslave them. We largely ignore them.

FRANK LAUBACH



"Because
They Want To—"

Viola S. Titus

WHY would four hundred youngsters of high school and junior high age prefer going to school six weeks to anything else the summer could offer?

One bright day last August I decided to take the traditional busman's holiday and visit the new Yale-North Haven Summer School, which had been established in our town. In another month I would be teaching in the same school as the regular school session would get under way, but what interested me at this point was this question. Boys I never dreamed would step inside a school during vacation were there; girls had made their families change vacation plans to include this school.

At North Haven High School I was pleasantly greeted by Professor Edward J. Gordon of Yale University and Dr. Thomas A. Aquila, principal of North Haven High School. These men were serving as co-directors of the summer school. Both men had had exceptional backgrounds in educational fields to prepare them for the work they had undertaken. Professor Gordon, now head of teacher training at Yale, had formerly served as a master teacher in the Harvard-Newton Summer School in Massachusetts and also as the head of the English department at the Germantown Friends School in

Mrs. Viola S. Titus is an English teacher during the regular academic year program in North Haven (Connecticut) High School.

Pennsylvania. Dr. Aquila, on the other hand, had been a science teacher, and more recently had proved himself a successful administrator by serving as assistant principal and now principal of North Haven High School.

I was to learn much about this unique summer school. Exactly a year before it opened, Yale, under the direction of Dr. Thomas Mendenhall (then head of teacher-training at Yale and now president of Smith College) had approached North Haven with the idea. The school was to serve primarily as a teacher-training operation for forty Yale interns who had already completed a fifth year of college. Upon completion of this summer training session each intern would receive his Masters of Arts in Teaching degree from Yale. Over these interns there would be twenty master teachers chosen from all over the United States.

A second very important purpose of the school would be to offer students from nearby towns an enriched educational experience. Some four hundred students came from forty-three public and sixteen private schools in the area to take advantage of this educational opportunity. The school turned away two hundred pupils because they were entered on the basis of first come, first served. It amazed me to learn that these youngsters ranged in ability from low average to superior, but this had been part of the plan. As a master teacher later said to me in one of the

English classes I visited, "There's a wide range of ability here; some students are so perceptive, and others can barely read." My comment was that this was good for his student teachers; they should be faced with a typical school situation.

As for the course of study, the program was set up so that each student would take two academic (English, history, mathematics, French, Spanish, chemistry, physics, general science, or biology) and two appreciation (instrumental music, choral music, music appreciation, piano, art, or typing) courses. No credit would be given, no marks issued. According to Dr. Aquila, the reason for this was to remove the everyday defeats that children face. The school stressed especially the teaching of a value without any de-emphasis of facts. Values could be taught by schools to all students regardless of ability.

The atmosphere of the school was unusually friendly. As I signed the guest book the morning I visited, I saw the names of our own superintendent of schools, parents, teachers from other schools, and newspaper men above mine. A parent, thinking I was one of the staff, stepped up to me and said, "I'd like to follow my daughter's classes this morning." I explained that I, too, was visiting school. This, to me, was an excellent feature. People in the community showed a vital interest in the program.

My first class was one in junior-senior English—a course in modern

literature. I was amazed at the ground covered. The class had apparently been discussing *The Great Gatsby* by F. Scott Fitzgerald. Instead of the usual type of question and answer, I heard questions like these: "Was Gatsby great or wasn't he? What constitutes greatness? How would you compare him to Babbitt?" It seems the class had already studied *Babbitt* and *Death of a Salesman* in the short session.

It also happened that on that particular morning part of the period had been pre-empted to provide for a student survey, so I watched various questionnaires being filled out. Later I learned that the pupil evaluation of the whole program showed a rating of 95 per cent approval. The low rate of absenteeism and almost no dropouts during six weeks of a warm summer indicated that a school program could be successful when the methods and curriculum were geared to the interests of students.

After this first class, I observed a seventh grade English class mastering the technique of the short story. What impressed me here was the attitude of the young teacher, who, after the class was over, begged me to give her some help. She agreed with me that the story discussed that morning would have meant more had it been read all at once rather than piecemeal. It was an unusually exciting one (Richard Connell's "The Most Dangerous Game") and really should have been finished before it was discussed. But then, who was I to

criticize? I liked the young teacher's attitude and was pleased she had asked me for an opinion. I also told her I liked the way she emphasized the author's use of words and style in this particular lesson.

It seemed quite logical, then, to visit a class where sophomores were wrestling with the problems of expository writing. What was a topic sentence? How did newspaper paragraphs compare with ordinary paragraphs? In spite of the fact that there were to be no marks, students had done their homework. Newspaper clippings were produced to prove points. The teacher herself had done a good job in planning and organizing the lesson. For one



thing, she distributed mimeographed sheets containing paragraphs the sentences of which had to be rearranged in logical form.

The morale of both teachers and students was high in the last class I visited that morning. It was a dramatization of Shakespeare's *King Henry the Fifth*. The young teacher seemed equally at home with the French references as well as the English history—I learned later that she was to teach English and French in another Connecticut high school in the fall. And I might add that all forty interns were placed in teaching positions in September.

A bell at twelve o'clock signified the morning was over. In its fifth week, the school seemed highly successful to a casual observer. It provided a healthy physical and mental outlet for students without consuming a full day. It made possible employment on a professional scale for the master teachers, some of whom were drawn from the local school system. It answered the ever-recurring question, "How can expensive school plants be used on a yearly basis rather than for only ten months of the year?" Evaluation of what is being done in our schools must be ever a continuous process.

One cannot be completely optimistic about new experiments in education, and so one might ask in all fairness what weaknesses there were in such a program. To be sure, according to Dr. Aquila, there were some. For one thing, in certain

situations there were too many interns to one master teacher. Since these interns were asked to teach during mornings, plan lessons, and then attend seminars all on the same day, the program proved too exhausting. Also, some interns felt that there could have been better co-ordination of the teaching skills.

As to the students' point of view—there were sometimes those who felt they knew more than the interns. (No doubt, we have all encountered such situations.) Then, too, there were complaints that the area of the subjects was too limited; sometimes students had to fit into courses that were available rather than those which were preferred. For example, only so many could take typing because of the limited equipment. The same held true of the course in piano.

For a community considering a summer school like the Yale-North Haven plan, what are some of the problems involved in setting up a program? To begin with, a university is needed which will find funds to support a program of this kind—to subsidize the interns and pay the master teachers. There must also be a co-operative school system to provide the facilities for the students while realizing the over-all value to its children of such a summer school experience. Then, too, the summer school must be allowed to charge a small tuition to each student. This seems to be a source of contention in some towns.

There is also the problem of

choosing the master teachers—identifying and selecting the very best in their respective fields, whether they teach in California or in the home school. There should be an attempt to obtain interns in many subject fields rather than so many in the ever-popular English and social studies. If carefully chosen, some of these same interns may return to serve in the school system later.

In addition to these general problems which any school system might face in setting up such a program, Dr. Aquila has added his proposals for the improvement of the summer school. First of all, he believes, there should be more of an attempt to group children according to ability, not academic subjects. Also, the summer school could be improved if an effort were made to provide assembly programs or a school newspaper or other devices that would give the students a feeling of unity.

As far as the interns are concerned, Dr. Aquila feels that efficiency might be increased if the number of interns per master teacher were reduced from four to two to permit more regular planning—a period to teach and a period to plan frame work. There should be, in addition, a more stable measure of the intern's competence and purpose for learning.

Since Yale and North Haven have undertaken the summer school under a five-year plan, it would seem as if any real weaknesses in the system would be ironed out

before the experiment is over. As the result of its first summer alone, the program has been hailed as a highly successful one.

For all of us in Delta Kappa Gamma, ever interested in the highest standards for our profession, the Yale-North Haven Summer School should present a challenge. We may not all be fortunate enough to have such a program in our own school systems. Perhaps there is no university nearby; no funds are available. There is still the chance, however, that some of us may be chosen from across the country to present in this way our best in teaching techniques and materials to the ever-surging throng of future teachers of America and in some miraculous way to light for others the spark of learning which some teacher kindled in us in our formative years.

Perhaps in our own way, wherever we may be teaching in summer or winter, we can attempt to pursue this new direction in secondary education. Here is the ideal we would all like to attain: a situation in which, according to Dr. Aquila, "the students are working with a desire to learn rather than being forced to learn in a negative manner." Perhaps nothing illustrates this result better than the comment made by Librarian Louise Bearse. "These students are terrific readers," she said. "Their attitude is wonderful. They get so excited over their classes. And the beauty of it is that most of them are doing it because they want to."

Now We Are Six

Frances Laughlin



IT IS SEPTEMBER, school bells are ringing, buses are warming up, and the door is open. It is our turn at last to enter that big school house which has so long been swallowing up our playmates, brothers and sisters, and even our parents on important occasions like "peetee-aye." We have put on our new shoes, our lunch money is pinned in our pocket, a very large notebook (stylish or otherwise) is under our arm, and we are off on one of life's biggest adventures.

In our country this is almost a

universal experience. It is one thing that we share in common with the rest of our countrymen. There are very few individuals who do not remember something of importance to them about that first day. How many of you readers remember that you cried, lost your lunch, took flowers to your teacher, or made a life-long friend on that important day?

Deeply embedded in our culture is the idea that six years of age is the right time to begin the systematic approach to formal education which is provided by the American school system. We have grown to think of this as one of the

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inalienable rights guaranteed to every child living in this land of ours—regardless of his race, sex, religion, or ability. We pay taxes of many sorts so that this can be true in reality and not just in principle. Those who have studied the history of American education will be quick to point out that this has not always been true, that we have reached this state of social thinking after a long battle to establish our system of free public schools, that state laws and local provisions still vary greatly in regard to age of school entrance and requirements of school attendance.

We also wonder what can be found in the study of child development that makes six years the magic age for this big adventure. Certainly educators have long pointed out the difference in rate of intellectual growth in children, in their social opportunity, and their emotional willingness to leave the home situation.

Kindergarten programs have been introduced in many school systems to provide better articulation between the home situation and the first unit of the school. Our tax structures from state to state, and from one community to another within a given state, differ in regard to the financial support of kindergarten programs. In some situations a younger age for entering school is permitted and the kindergarten is set up as the first unit of the school. Many states place kindergarten programs under minimum foundation legislation and finance the program

accordingly. In other situations similar programs are financed entirely on a local basis and sometimes with funds from the patrons concerned. With one exception, all states have some type of legislation dealing with the education of young children, but no state has compulsory legislation for the education of children under six years of age. Much of the legislation is permissive in character.

The kindergarten curriculum in American schools developed in quite a different educational tradition from that of the elementary school. The emphasis from the first has been on social growth and adjustment and a strong effort has been made to adapt the program to varying community needs. All who are seriously interested in the education of young children are anxious that this program, with its freedom of curriculum adaptations, should not lose out in any planned program for American education. Most educators do not want to make it just a *little* school like the big one.

Often the evaluation of a kindergarten program is based upon the readiness of its "graduates" to achieve in the first grade. Others feel that the developmental years covered by this program have their educational rights regardless of what comes afterward, and that standards of accomplishment should not be imposed as prerequisites for promotion to first grade. Most kindergarten teachers feel that harm rather than good comes from

keeping an older, duller child in the unit simply because he cannot be expected to achieve ready success in the first grade. Perhaps his behavior patterns will not fit well with the interests of other younger children. Besides, he will have a limited time in school, because few schools provide a full day for kindergarten children. The impact of the nursery school and kindergarten program on the philosophy and practices of later years of primary education has been one of the important contributions of the kindergarten movement. These programs are ordinarily planned for children under six years of age.

So now we come back to our important six-year-old. Ready or not, he is starting to the *big* school.

It is no surprise to the modern first grade teacher to find wide divergence in the readiness of her pupils to undertake the curriculum which she is prepared to present. Experience has taught her that there will be a great difference in the progress made by her charges and that no standard of accomplishment can be used realistically to evaluate success or failure in terms of promotion. Probably the thing that she fears most in the situation is not the criticism of patrons with great anticipations or the perplexity of administrators who must plan for the next year's program, but rather the effect of each failure on her sense of personal adequacy to handle such a diverse situation. The more competent the teacher, the more she wonders if there was not

some special method that she could have used to make reading and writing function in the life of every one of her pupils. Perhaps she could have grouped them differently, or prevented some child from realizing that he was less capable than his peers.

This is one of the persistent problems in education that has led to a great deal of study and research and has produced many different opinions among educators as to how best it can be solved.

Should there be flexible limits for school entrance requirements?

Should measures of evaluation be used to determine readiness for first-grade work? If so, what should these measures be, and who should apply them?

Should there be special groups set up to meet the needs of children not ready for a traditional program?

Is reading being taught too early (or too late) in the typical American curriculum?

Are there special methods that can guarantee success to all children?

Can strong tutoring, remedial group programs, extra summer school work be introduced effectively?

Should more free kindergarten and nursery school programs be made available to children from less favored situations?

Should boys enter school later than girls, or possibly begin reading programs later? (Research shows that there are more primary

reading problems with boys than with girls.)

Can the primary school devise special grouping and promotion plans that give more time for development and growth to some groups than to others? Different curriculum tracks, etc.

All of the ideas suggested above have been advocated and tried experimentally. Subsequently they have been reported on in the voluminous literature relative to this problem. These programs are very difficult to evaluate fairly in terms of varying community needs and contrary views on where the educational dollar can be most effectively spent. Look at these plans more carefully.

1. Should there be flexible limits for school entrance requirements?

This brings up many problems of school financial support. Most

states have specific laws regarding the age at which state funds may be allocated to a child's education. Even if this could be changed, it would not alter the effect upon parents, and the children themselves, of the feeling of status involved in getting into school—early or late. Almost everyone who has ever dealt with this problem feels that there are many specific instances where it would be better to break the hard and fast rules. For schools that promote only once a year there is a full year of difference in the age of the youngest and the oldest children who normally enter at a given time. Any cut-off point would have the same effect. Some schools try to minimize this problem by entering primary children twice a year and regrouping them during the primary grades according to progress, so that mid-year promotion will not have to be continued through all the units of the school.

2. Should measures of evaluation be used to determine readiness for first-grade work? If so, what should these measures be and who should apply them?

Flexible entrance age suggests the use of measures to evaluate objectively the maturity and readiness for first grade work. There are many tests and scales on the market, but none that are unfailingly prognostic in handling this task. The best ones give considerable information about the child, much of it valuable to the teacher in understanding the problems involved.



However, it sometimes seems that the greater the volume of information available, the more complicated becomes the task of deciding what type of development is most important to the situation being considered. For example, an organismic age gives an excellent picture of child development, but most educators feel that physical development would be overemphasized if this analysis were relied upon to solve the problem. Evaluations of this kind are so laborious to compile that it would not be feasible to attempt the compilation in time to solve problems of school entrance age. Much of the value of this kind of study lies in the accumulation of longitudinal records of the development, and that must be looked at later on.

3. Should there be special groups set up to meet the needs of children not ready for a traditional program?

A Junior-Primary or Advanced Kindergarten unit has much value in some situations. However, there is danger that some children will be stalled on a slower track plan than they are entitled to follow. Using the judgment of a good teacher in working out this type of a program is perhaps one of the best solutions on the professional market today.

4. Is reading being taught too early (or too late) in the typical American curriculum?

Everyone knows the answer to this one; and no two experts agree.

But, since reading is taught by our culture from birth to death, we are concerned here with finding the method most applicable to the developmental years being considered. Great effort has gone into finding materials usable for most children in their first year of school. So let's not quit now!

5. Are there special methods that can guarantee success to all children?

Probably not! Continued experimental work is giving us new light on old problems. We could not keep good teachers from working at the problem in this way, even if we wanted to.

6. Can tutoring, remedial group programs, extra summer school work be introduced effectively?

Certainly all of these plans are helpful. Careful school budgeting stretches our educational dollar to cover as much need as we can in this way.

7. Should more free kindergarten and nursery school programs be made available to children from less favored situations?

From time to time the federal government helps solve this problem. For example, some fine programs were set up during World War II. Church and special community services often help out here. Many states are including programs for children with handicaps, such as foreign language or deafness, in their plans for school support.

8. *Should boys enter school later than girls, or possibly begin reading programs later?* (Research shows that there are more primary reading problems with boys than with girls.)

This might give our quick-draw artists more time for cowboy and Indian practice, but it does seem more sensible to make the necessary curriculum adaptations as a part of the school program.

9. *Can the primary school devise special grouping and promotion plans that give more time for development and growth to some groups than to others?*

This is not new planning, but it is receiving much attention today. It is combined with our interest in team teaching, regrouping for certain activities, and submerging grade promotion patterns to curriculum adaptations in order to better meet the basic needs of childhood. The most important aspect of these devices is for those operating such programs — administrators, teachers, and parents — to have a good understanding of how a particular system works. It truly must

bring school patrons into the planning in a way not accomplished before. Otherwise, everyone will be completely confused. Many systems are doing fine things with this type of program today. Enthusiasm for making the plan work means a great deal to a system initiating any new promotion plan.

The most important questions brought up in this article have not been readily solved by any research that the author has been able to locate. However, she is convinced that the curriculum of the American school system must be kept flexible enough to meet the needs of children who enter with widely varying degrees of maturity, intelligence, and social opportunity. It is not lowering educational standards to teach children what they are able to learn. We need to keep our sights on ultimate objectives, but the realities of the present are all we are ever able to cope with successfully.

Now we are six! Let's be off to school. We have the right to share in America's big educational enterprise. Can you think of a better way for us to spend our time?

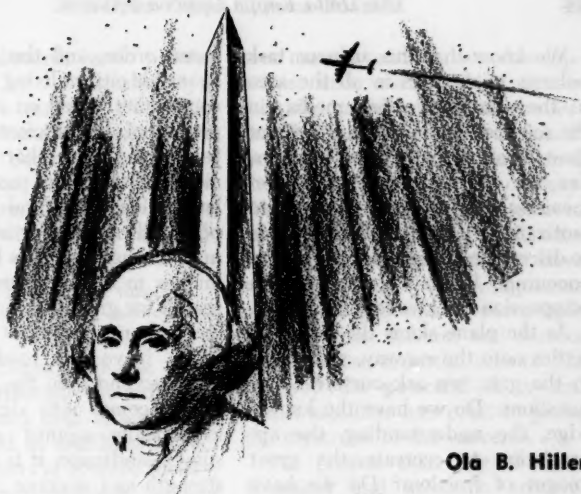


I am a teacher because there were those who demanded of me my best . . . and did so by conveying to me, through their words and their attitudes, their faith in my abilities. Faith is a magic word . . . it stimulates because it becomes the light that penetrates the veil of self-doubt and permits a child to see beyond the narrow limits of mere adequacy.

GEORGE B. PRETTYMAN

"I Am a Teacher . . ."

Maryland Teacher, Sept., 1960, p. 17



Ola B. Hiller

Images of Tomorrow

JUST PRIOR to the round of state conventions in the spring of 1960, we had the good fortune to spend two weeks in our Nation's Capitol. There one sees many reminders of the hopes and dreams and faith that have brought us as a people to this point in history. Flying in after dark over the lighted city, we identify first the white shaft of the Washington Monument. Then the eyes search the surrounding area to

discover landmarks so inspiring to all who, like James Barzun, are proud to say, "God's Country and Mine . . . the testing ground of the possibility of mankind living together." It is a sobering experience, too, for we cannot escape the overwhelming realization that these images conceived by ardent believers in the American Dream have become realities for many of us—that as inheritors of these great gifts, we have a double responsibility. We must recreate these images for the growing generation and fashion some of our own in terms of the kind of world in which today's youth will live.

Miss Ola B. Hiller, the immediate past international president of The Delta Kappa Gamma Society, is the curriculum director for the Flint, Michigan, public schools. The speech she gave to the 1960 state conventions she visited is printed here in response to many requests from members.

We know that this arduous task belongs to workers in all the arts, in the communications media, in the sciences, in the humanities; but most of all, it belongs to teachers, for we are trained to interpret meaning, to stimulate thought, to motivate action, to challenge minds to discover truth and beauty, and to encourage hearts to reach out in compassion and love for humankind.

As the plane skims the Potomac, settles onto the runway, and taxis to the gate, we ask ourselves two questions: Do we have the knowledge, the understanding, the appreciation to recreate the great images of freedom? Do we have the imagination, the vision, and the wisdom to create some worthy images of our own? We remember that Archibald MacLeish recreated an image in the television program "Secret of Freedom" and he stated a powerful challenge in two lines:

The bold go toward their time;
They make its meaning answer to
the mind.

We think of American leaders, especially teachers, who have faced reality in their time and made "its meaning answer to the mind." Our thoughts flash back through the centuries, recalling the images that have inspired mankind to nobler purposes.

The genius of the Greeks gave us three such images: the rationality and intelligibility of the universe, the independence of the

moral order, and the free and responsible citizen living in a political community based on law. Another people of the ancient world, the Jews, taught us that history has meaning and that progress is the law of life. Saint and philosopher, poet and scientist, artist and statesman through the ages have created images to inspire humanity in the search for greater meaning—for the more abundant life.

We leave the road along the Potomac and soon the Lincoln Memorial comes into view. Standing majestically against a gleaming, snowy landscape, it is a symbol of strength and courage in an age of fear and uncertainty. We agree again with John Barzun that Lincoln embodies the meaning of what happened here. The image which he created is "not of one great man, nor even Man, but mankind—anonymous, humble, and irresistible like the sweep of the Father of Waters."

Sleep comes slowly when one has been moved to introspection. Concern for the kinds of images we Americans are creating today brings to mind Roger Burlingame's brief summarization of the current scene in his latest book, *The American Conscience*: "We are prosperous. We are complacent. Religion has become, for the most part, a social convention. . . . Skill is anonymous, thought is under pressure to conform, security has replaced venture as a dominant aim, intellect

is in the discard, and politics are dictated by . . . mediocrity." Where do we turn for leadership in the days ahead? Where can we find leaders dedicated to values worthy of the American Dream? Who will listen to the voice of the poet? Who will answer his challenge?

The bold go toward their time;
They make its meaning answer to
the mind.

We, Delta Kappa Gammas, dedicated to furthering the advancement of women both as leaders in education and as intelligent, functioning members of a world society, must make our purposes "answer to the mind" as we face the task of professional leadership in our times.

There are at least some in this room who have experienced with me the tremendous and fast-moving events of the past fifty years. In this century, men's lives have been turned upside down by material changes—by the development of electrical power that has revolutionized not only industry but also the American home; by the automotive production lines that have given mobility to the population; by the movies, radio, and television—media which first brought the world to the corner theater and then to the family living room; by air travel that makes neighbors of all the people of the world. We have achieved the highest standard of living that any nation has ever known. In fact, Lewis Paul Todd reminded us recently that we have

seen more inventions, new developments, and world-shaking events than the grand total of all the human beings who walked the earth from the beginning of time until the dawn of the twentieth century. We have been living witnesses to all this progress—to two world wars and the Korean conflict. We have seen these and other developments change the attitudes of our people toward work, leisure, and human values. More recently, science has released the powerful atom and thrust satellites into orbit to probe the mysteries of the universe.

But greater than any of these technical and scientific achievements, perhaps, are the explosions of human aspirations that are changing the world. One writer, Leonard Kenworthy¹, of Brooklyn College, characterizes these in a recent issue of *Childhood Education* as eight major revolutions of our time. He lists them negatively; for, he says, ". . . the people of the world are clear on what they condemn, less clear on what they champion." Here are the eight major revolutions of our time as he saw them in a nine-months' tour in the new and emerging nations of Africa and the Middle East:

1. People are in revolt against colonialism. Twenty-four new nations have been formed since World War II, and many others

¹Reprinted by permission of the Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C. "Human Aspirations Are Changing Our World" by Leonard S. Kenworthy. From *CHILDHOOD EDUCATION*, October, 1959, Vol. 36, No. 2.

are seeking independence. These peoples have deep-seated resentments toward past and present generations.

2. People are in revolt against discrimination. The ideas of equality and respect for the individual no matter what his race, color, or creed have reached the most isolated parts of the world.
3. People are in revolt against feudalism—wherever landowners control their lives, keeping them in continual poverty.
4. People are in revolt against low standards of living. Most people in the world still go to bed hungry every night of their lives.
5. People are in revolt against ignorance and illiteracy. Sixty per cent of the people around the globe cannot read or write. They want to be educated and are demanding educational opportunity.
6. People are in revolt against established forms of economic and political organization. The author says that the idea of control by the people for the welfare of the people has caught fire around the world.
7. People are in revolt against established value systems. Old standards have been discarded. New standards have not yet been developed. The results are apparent in such problems as increased juvenile delinquency, illegitimate births, and adult crimes.
8. People are in revolt against war. They fear the possibilities of

atomic warfare and the common people everywhere are voicing their hatred of war and their fear of another conflict.

In the face of scientific discoveries, technological progress, and human revolutions, we as educational leaders must ask ourselves: In what direction? For what purpose? Toward what images must we direct our lives—and those of the youth we teach? What tried and true values still sustain human life in a world of change? What new images must we create for man's venture into space? For his greater pursuits in science, engineering, and diplomacy? For educators, more than any other group, will create the images of man and



society for the generations to follow. To us falls the torch of leadership—and we have only to consider the ratio of women to men in education to realize that the success or failure of this awesome task will depend largely upon women.

Is the gap between the world of our youth and that of today's children too great for us to bridge? Gibran² reminded us of this gulf between the minds of masters and learners in these words:

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

And he who is versed in science of numbers can tell of the regions of weight and measures, but he cannot conduct you thither.

For the vision of one man lends not its wings to another.

The impact of this thought becomes more real when we consider that nearly seventy per cent of all Americans today live in urban areas, and urbanization and industrialization have modified the inner structure of our society. Reared in houses standing wall to wall in crowded neighborhoods, our young people know few of the sights and sounds, the wonder and understandings to be found in the world of nature. What can substitute for

the discovery of a meadowlark's nest? For tiptoeing from root to root in the wet woods to find spring's first violets? For the thrill of feeding a motherless lamb or following the cows up the lane in the dusk of a summer evening? Such experiences as these helped many of us to find answers to childhood's questions as well as to its sorrows and hardships. They were the foundation upon which we built the inner strength to face the changes that have come to us during these past decades. But how do we help a new generation to cope with the future when none of us can imagine the shape of things to come?

Visits to more than thirty states during eighteen months, and many contacts with Society members at professional conferences, have given me faith that our women are on the front lines in the crusade to discover such skill and to strengthen education. Among them, we find meaning in the words of philosopher William James: "The great use of a life is to spend it for something that will outlast it." In every state we are reminded of John Steinbeck's tribute to a teacher: "She left her signature on us, the literature of the teacher who writes on minds. I have had many teachers who told me soon-forgotten facts, but only three who created in me a new thing, a new attitude, and a new hunger. I suppose that to a large extent, I am the unsigned manuscript of that high

²Reprinted from *THE PROPHET* by Kahlil Gibran with permission of the publisher, Alfred A. Knopf, Inc. Copyright 1923 by Kahlil Gibran; renewal copyright 1951 by Administrators C.T.A. of Kahlil Gibran Estate, and Mary G. Gibran.

school teacher. What deathless power lies in the hands of such a person!"

We find our members aware of the need to discover and develop the "carriers of promise" but mindful of the reality in the words of President Hancher of the University of Iowa, who said—"The strength of American education lies not only in the education of those who are brilliant by any standards, but also, in those students of 'good but not first rate ability'—those in the second echelon who fill important, but not commanding, positions in our political, social, and economic life. These are the ones who prevent a gap from existing such as exists in European countries between the educated elite and the indifferently educated masses."

We find our members concerned for the mentally and physically handicapped, for the normal but culturally underprivileged, and we return to our own work convinced that the noble dream of free, universal, compulsory education is an image that must be recreated for every generation of free men—that dealing with each student in terms of his competence and potential and expecting the excellence of which he is capable can mean a richer life for each individual and great promise for the future of the nation.

Membership in The Delta Kappa Gamma Society is granted to those who give significant service to education. Our initiation ritual reminds

us that we are expected to continue this dedicated service. One of our first obligations then is to remain on the cutting edge of progress in education—to keep abreast of educational research and curriculum development, new materials, and new organizational patterns of instruction; to participate in in-service education programs, both to insure self-growth and to give leadership to our co-workers; to encourage effective, democratic practices in administration; and to implement instructional improvement through effective teaching and superior consultant and supervisory services. These activities are paramount if we are to maintain our prestige as leaders in education.

Closely related to this primary task is another of tremendous importance. Indeed, before we can move too far in the direction of curriculum improvement, we must work with staff and lay citizens to redefine the goals of education in the light of today's needs; for, if we are to prepare their sons and daughters for life in tomorrow's universe, we must develop a common understanding not only about our problems and our needs but also in the determination of the knowledge and skills, the attitudes and aspirations we think children must have to achieve a good life in their time.

In preparation for this task during this year, we have been concerned with evaluating our education product—and we have been



engaged in a thrilling effort to provide fifty-six women with scholarships for graduate study during 1960-1961.

The response to this project has been heartwarming, indeed. Generally speaking, as a Society, we seem more willing to support a project that involves a money gift than one which calls for personal involvement. Coming from a school system committed to a many-faceted program designed to serve the individual differences of all children and youth and to making education a lifelong process, we understand how great are the demands upon the time of teachers and administrators; but if we are truly the leaders among women educators, we cannot continue to choose the easy way. We must, as a Society, show

a determination to face the problems and challenges of our own and our country's future.

As a nation, our greatest need is to re-discover the kind of people we are, decide what we want to be, and dedicate ourselves to turning our desire into reality. As a Society, we must constantly re-examine our purposes and decide how to make them contribute to the growth of our members and to the common good in this hour of national need.

It has been said that some educational institutions are a collection of buildings in search of a soul. Let us not become a collection of chapters in search of a soul. Direction and growth result from constant evaluation. Are we spending too much time on problems that other organizations are better fitted to solve? Are we duplicating activities of the more inclusive professional associations? What unique services can the Society render to its members to make them more effective leaders in their classrooms and communities? What can we do to strengthen the position of women in education? To promote a fair recognition of the teaching profession? To increase the number of great teachers and great administrators? How can we become better exponents of the democratic way of life, both in our jobs and in our community life? Too many of us still give lip service to democracy but behave as dictators in our jobs and in our community activity.

Many of us sacrificed much and

some endured real hardship to obtain a college diploma and a certificate to teach. Most of us would do it all over again. We know that nothing in life except faith, human fellowship, and service is as satisfying—as rewarding—as the pursuit of knowledge. This is another image which we must create for the next generation. Increasing knowledge and understanding enriches the quality of our faith, fellowship, and service. This fact was recognized when the seventh purpose was written into our Constitution and when the first five-year program plan was adopted. Next year our program focus will be "Understanding Other Cultures." [Referring to 1960-1961 program focus] Surely, this is a timely study for women who must help youth and adults understand the hopes and desires of the rising tide of peoples whose way of life is so different from our own—and who must be won if freedom is to survive any place in the world.

Recognizing this fact as a major problem of our time, Barbara Ward³, one of the world's leading economists, calls this the

... age of transition from tribal society to the current form of political organization, the nation state. . . . The peoples of Europe and America have long forgotten their turbulent tribal origins and are often impatient with stubborn and sometimes bloody local struggles . . . but the tribal wars of the twentieth century white man are infinitely more lethal—and infinitely more unreasonable—than any local tribal dispute in newly emergent Africa.

³Barbara Ward, "Africa and the Future," *The Instructor*, LXIX (January, 1960), 13.

The ways in which tribes develop into peaceful states may give us some hint of how we, in our turn, are to rid ourselves of the overhanging terror of atomic war. Of course, some modern states were brought together forcibly under one head. This would seem to be the Russian route to world order. But others accepted a measure of central authority with regional autonomy, and knit their separate interests together by developing trade and other economic goals. This latter route is admittedly the more difficult and the more challenging, but it is the only route consistent with the Western Dream of freedom and order.

This road cannot be followed alone. At present, Communist intransigence blocks the way for the third of humanity. But are we in the West trying with all our vigor to build the policies and institutions of a common life with the other two-thirds of the world? Too few of us realize the desperate, urgent need for a functioning world order. Too many of us feel about our separate countries much as the Bakongo or the Ashanti feels about his separate tribe.

Africa will not have peace until its tribes find higher loyalties. The advanced and developed peoples of the West face the same challenge. Only the stakes are greater and the risks of failure infinitely more dire.

Norman Cousins opened a chapter in a publication for the 1960 White House Conference⁴ as follows:

Education for membership in the human community of the twentieth century is not a matter of an expanded syllabus. It goes beyond subject matter into attitudes, into values. It involves a sense of adventure in seeking new truths about man. It has to do with a respect for the inevitability of change and the need for change.

⁴Norman Cousins, "The Human Commonwealth," *The Nation's Children*, Vol. III, White House Conference on Children and Youth publication. (New York: Columbia University Press, 1960) 217, 218-219.

Then Mr. Cousins asks these pertinent questions:

Is there sufficient education for vital participation in the world community? Is there sufficient emphasis on the most important science of all—the science of interrelationships of knowledge—that critical area beyond compartmentalization, where knowledge must be integrated in order to have proper meaning? Is there sufficient awareness in the individual that this time is unlike any other time in history, that the human race has exhausted its margin for error? Is there enough of a sense of individual responsibility for group decision? Is the individual equipped to appraise the news and to see beyond the news, to view events against a broad historical flow?

Let us hope that the Delta Kappa Gamma program of work during the ensuing year [1960-1961] will help our 75,000 members to acquire some understandings that will enable us to begin to educate in terms of our relations with the rest of the world.

No longer can we say, "East is East and West is West and never the twain shall meet." In his book *The Next Development of Man*, L. L. White says that the separation of East and West is over, and a new history opens—rich in quality and majestic in scale. We like to think that the women of our Society will play a vital role in the building of understanding and spiritual fellowship among all the peoples of the world—that we will, like the hen in Robert Frost's poem, "shoulder with a wing so strong (we'll) make the whole flock move along."

And as we move toward this goal, let us remind ourselves that the people of the world cannot see in us what we should like them to see if we cannot see it in ourselves. Let us make sure that we recreate for ourselves and our people the image of man as Pericles stated it so long ago—Man who knows that the secret of true happiness is freedom and the secret of freedom is courage. Let us revitalize the American dream of a people, unafraid of change and challenge, and deeply concerned with the welfare of all mankind.

Genuine concern *for* and the ability to contribute *to* the advancement of others requires a sense of individual responsibility for group decision. Problems of human destiny can no longer be reserved for posterity; they are our own immediate concern. We must learn how to make new knowledge obedient to human purposes. We must learn to live with the idea that intelligent life may exist on millions of planets and may, in some cases, be much superior to our own.

In our time

The Story of mankind has entered
A new and fateful chapter, not
only

in world affairs,
in scientific progress,
in human relations, but also,
in things of the spirit.

In the microcosm of the atom,
In the universal laws of celestial
mechanics,
Scientists are unveiling for man

The simple, sublime unity of
Creation.
In the ordered beauty and unity
of the cosmos,
In its sublime and eternal design,
The men of science are finding
Divinity.
They are learning that man's
higher intentions and ideals
Are the key to human happiness—
That true progress and security
Are to be found in the principles
of human kindness and
universal good will—
That the final test of our accom-
plishments
Will be measured not by increas-
ing
Our own comfort and power,
But by adding quality to the life
of others,
By sharpening our perception
and reverence for beauty,
By constantly living our faith in
the ultimate good.

Arnold Toynbee, in his book *An Historian's Approach to Religion*⁵ wrote,

Man is confronted by something spir-
itually greater than himself which, in
contrast to Human Nature and to all
other phenomena, is Absolute Reality.
And this Absolute Reality of which man
is aware is also an Absolute Good for
which he is athirst. Man finds himself
needing, not only to be aware of It, but
to be in touch with It and in harmony
with It. This is the only condition on
which he can feel at home in the world
in which he finds himself in existence.

People have been discussing this
truth for nearly two thousand years.
Our young people must become ac-
quainted with it at an early age if
they are to become astronauts and
celestial explorers. Somehow they
must get an image of man in rela-
tion to his Creator.

Recently, we heard Dr. James H.
Robinson, the Negro clergyman re-
sponsible for the "Crossroads to
Africa" program. In describing the
effort African natives are making
to educate their young people, he
said that they are sending many
women for educational training and
experience in more developed coun-
tries—for African leaders know that
no nation rises above the quality
of its women.

*No nation rises above the quality
of its women.* This is a good
thought for women educators to
remember as we strive to create
new images by which we can live
in a changing world. This and Mr.
MacLeish's two-line challenge:

The bold go toward their time;
They make its meaning answer to
the mind.



⁵Arnold Toynbee, *An Historian's Approach to Religion* (New York: Oxford University Press, 1956), p. 256.



If You Could Be Born Again

Anna L. Keaton

EVERY NOW AND THEN you and I are reminded that we have come to be members of the older generation, and that what we in our lives have struggled to learn and to earn for our world, is not understood by or seems unimportant to the new generation. As a college professor lamented in one of my recent alumni journals, Munich in world affairs is to our students of 1960 only a city in

Germany, not a landmark in history; in the world of entertainment, Shirley Temple is a middle-aged woman who presents fairy tales on a television program, not a wonder-child in the movies; among good things to eat, pizza pie is the only food for anyone who is not a square from Squaresville. And so, when you and I talk with our school and college girls about status or rights for women, our generation is showing. We are barely in communication with the new age.

It is hard to realize that it was

Dr. Anna L. Keaton has been dean of women since 1943 at Illinois State Normal University, where she is also a professor of English.

only about one hundred years ago (1855) that Lucy Stone and her new husband signed a protest concerning legal rights for women after marriage, as a part of their own marriage contract. The rights they urged for women in marriage stirred pastors and city fathers and all the pillars of their community to thunder at them in wrath, seeing in such radical ideas the dissolution of the Christian American family.

What were the rights that caused such denunciation? The sanctity of person for a woman in marriage, the control of her own children, her right to personal and real property, the right to the product of her own industry, her right of inheritance of property. How different is the status of women today in marriage, thanks to the Lucy Stones of yesterday.

As recently as the 1880's there were so few women college graduates that their loneliness led them to band together in an Association of Collegiate Alumnae to share their common interest in the world of ideas. In the years that followed, as they grew in numbers and influence, they pressed for equal opportunity for women in college and equal professional advancement according to their own merit.

So young are we as persons worthy of graduate study opportunity, that my own memory includes the first woman to be granted a Ph.D. from the University of Michigan, Dr. June Rose Colby, who had just retired from the faculty at Illinois State Normal

University when I came to the campus. By contrast today, a recent report tells us that 87,000 women were graduated from colleges and universities in June of 1956. By 1958, when the report was made, nine out of every one hundred of the 1956 women graduates were already studying full time in graduate school, and another ten were studying part time, 38 per cent of them to improve their teaching. Of these women in graduate study, 30 per cent were receiving scholarship aid and another 16 per cent were graduate assistants. So the door has opened wide to women in education.

Door after door has opened among vocations and professions—in business, in medicine, in government, in engineering, in military services—in every vocation listed in the annual survey of the Labor Department. The National Manpower Council reports that women are now 22 million strong in the national labor force and emphasizes the fact that without women workers our nation could neither produce and distribute nor provide the educational, health, and other social services which characterize our American society. Slowly but surely the principle of equal pay for equal work done is winning its way not only into our legal structure but into the popular mind of our country. Slowly but surely we are learning as workers how to prove ourselves worthy of advancement and how to bear the pressures of advancement; and little by little we

are being given the recognition for which we are prepared.

This is where we are today. It is a picture of amazing progress; yet, as we stop to take stock of ourselves, we are all too often reminded of ways in which we have not reached our goal of full opportunity and ways in which we have not measured up to opportunities already open to us. When women are sought for elective public office and no candidates can be found who are both qualified and willing to serve, we must admit that we have failed to be ready. When a college presidency for which the nominating committee actively seeks a woman is awarded to a man because no qualified woman is found ready for the appointment, we must recognize our failure as women to provide a pool of adequately trained, professionally mature candidates. We have come far, but we still have far to go.

This is the status into which these kindergarteners, these grade school girls, these high school teenagers, these college women are being introduced in our classrooms and our communities and our homes. What will they do with the precious heritage which we bring them as women?

My daily work is with college women, and I find myself brought up short frequently with a point of view casually expressed by an 18-year-old which emphasizes that her generation is not my generation, that what I may feel important is of no great import to her. Recently

I talked with one of the top 10 per cent of our freshman class, the holder of one of the state commission scholarships earned by competitive examination. An attractive, brilliant, courteous young woman, she was doing good work in her classes, said she had enjoyed her college residence and new college friends, but she was quitting school just two weeks before the end of the first semester. There was no emotional upset, no health problem, no family pressure, nothing except the explanation, "I have decided that I do not need any further education. I am a woman and it is not required of me."

She had no qualms about paid employment, which she planned to enter as soon as she found a job, but as nearly as I could grasp her attitude, she had come to the belief



that ambition in a woman—the desire to develop a good mind by disciplined search into this mysterious and exciting world, to prepare professionally for a public leadership role—somehow risked making her less feminine in the eyes of her future husband and hence less desirable as a wife. It was an astonishing anachronism, an echo from the past—or was it a glimpse into a possible future?

I hasten to assure you that I have seen little evidence that our girls have any intention of going back to the quiet little woman who sets a good table and runs a fine seam and keeps an eye on the dear husband to learn what she must think, and, if she votes, how she must vote. On the contrary, in a recent intercollegiate convention of college women from all over the country—north, south, east, and west—I was thrilled with the vigor of their leadership, the conviction with which they spoke. That anyone should dream of denying them admission to any college or department of their choice, should think of closing any vocational door to them, should deny them any of the legal rights for which Lucy Stone fought, should threaten to disqualify them for public or private office because of sex if they were qualified and chose to run—this they simply could not conceive; and I suspect that they would not be much interested, except politely to please us of the older generation, in hearing about the struggles for women's rights in the past.

They are not interested in battling with the men for status, for they want too much to be popular with men. They are sure, what is more, that their men will grant them respect and opportunity without opposition. They are not likely to be so dedicated to a career that they bypass marriage. In fact, an increasing number of them are marrying their classmates in high school and college, and they are going on with their education together. That marriage, once decided upon, should be delayed even to the end of the current semester is to many of them an old-fashioned idea; and any thought that marriage should prevent continued schooling or employment is considered unrealistic. They are interested in successful marriage in the best sense, wholesome companionship between husband and wife, the rearing of happy, healthy families.

When they are sure that we old-timers do not aim to deny them this life-fulfillment with our talk of women's rights, then they will let us know how deeply most of them are concerned with a career dovetailed around a successful marriage, an opportunity to serve their children, their community, and their nation; and how sincerely they want to know more about this complicated world. They are impatient with oddity, unwilling to maneuver to earn advantage, downright in stating their opinions, and wonderfully co-operative if they are interested in whatever is at hand. We

are all discouraged and apprehensive when we see social and emotional maladjustments of today burst out into anti-social delinquencies; but can we possibly rejoice enough in this buzzing, ambitious, restless new generation of women, however hard they may be to understand? Even though we may regret that they know more about current jazz and movie heroes than they do about the classics and Mr. Nehru?

In these days while they are still our girls in school, what can we give them by way of inspiration as their generation comes into womanhood? There was a time when we women were proving that we were as good as men, that we could do any job as well as the men. We were assailed as radicals, and we fought for our new status. The necessity for radical feminism and bull-dog determination is past. Today we can dare to, indeed we are wise to, simply be women, successful women.

With confidence we can tell our girls that to develop our good minds we do not have to imitate the men but can study beside them or apart from them, in co-ed or women's colleges, with equal success. We intellectuals do not have to affect men's costume or compete in men's sports or give up our love for the arts or our concern for human welfare, to prove ourselves effective. We can marry, and be good wives and mothers, and still remain alert and ambitious as persons. We have learned that responsibility makes us

grow; and we are demonstrating more and more our ability to work as supervisors with both men and women, for we have learned that our feminine tact and considerateness are actual assets in the jobs of organizing and clarifying the work to be done. We have learned that work can bring us closer to our men, rather than make us bitter competitors with them. In other words, we are leaving a heritage of feminine wisdom to our girls, about how they can still be women and at the same time a sizeable percentage of our nation's productive and professional resources.

As some wise person has said, the American girl of today carries her eggs in two baskets: she is a person, a worker, part of the nation's labor and intellectual pool for economic and social growth; and at the same time she is the guardian of ideals, of beauty and loveliness, the lover of humankind, the mother of her children, the companion of her husband, his "glamor girl." The pattern of her life will almost certainly include many years of employment for pay, both before her marriage and afterward. The old feeling of male humiliation if his wife works has been generally replaced with a co-operative financial planning and sharing of responsibilities at home; and the right of women to work as a means of self-fulfillment has become a commonplace, accepted by men as well as women.

The most wholesome indication of the greater security and

self-respect among women is the new concept of mutual respect and harmony among men and women, the team concept in marriage, where each carries the responsibility of contributing his best. Our girls, for all their puzzling fads and frivolity, their preoccupation with jive and boy-talk, are ready to live their belief in the value of the individual and the sharing of men's and women's responsibilities in a busy, productive world.

A recent survey by an information agency in Japan asked a cross-section of Japanese women this question: "If you could be born again, would you choose to be born a woman?" Only two out of every five women answered "Yes." And their reason for wishing again to be women? It was that "women have no responsibility."

Following the Japanese report,

the Gallup poll turned to American women with the same question: "If you could be born again, would you choose to be born a woman?" Three out of every four, 75 per cent of our women, young and old, said "Yes." They would like to try it all over again. And why? American women answered "Yes" because "women now have as many responsibilities as men."

To be ready for responsibility means being willing to prepare for responsibility, and we women have come to accept our education as a natural road to a responsible life. Where our girls in this new generation will go as women we can only guess. We can give them an education which can give them growth and help them to dedicate their best, their very best, to their many-faceted citizenship in the new world.



How can we spur the necessary acceleration of our education about Asia? To begin with, we must speed up the pace at which Asian studies are being introduced into our high school and college classrooms. This step ought not to await the customary time-consuming process of curriculum changes. In this country, where we have no hierarchy dominating our school systems, it will require the efforts of many leaders within and outside the academic world and in every community. . . .

A healthy society demonstrates its vigor by its capacity for growth and adaptation. Culturally well-balanced leaders in all fields of endeavor in our national life are needed now. We cannot afford to be dilatory, therefore, in using every possible channel for creating intercultural understanding.

PAUL C. SHERBET
Asia Society Letter

The International President's Page

Zora Ellis

Winter has lingered in Alabama and said goodbye reluctantly; but at last spring has bounced in with zestful warmth. Jonquils, hyacinths, tulips, and iris lend ground color to masses of flowering shrubs and trees. Winged minstrels are "pilgrims of the sky" and welcome "darlings of spring." Our tree-lined streets are avenues of dogwood abloom to welcome in the Easter season.

With sunshine and flowers at home and thoughts of sunshine and flowers enjoyed at the Miami convention, I sat down this morning, as I often have, with *Our Heritage* and began, as always, reading first the "Preface" and then the "Tribute to the Founders." This tribute is a lovely one; and as I read, I thought of other *tributes*—many, many of these from chapter presidents who have written in appreciation of *Our Heritage*. I laid my book aside to read again these tributes. Let me share a few of them with you.

"Today was a great day in our chapter. We have always appreciated membership in Delta Kappa Gamma; but as we viewed for the first time *Our Heritage* and studied its contents, we felt a greater and deeper appreciation for our Society and for those who have given it leadership."

"Nothing has brought more meaning to our chapter than *Our Heritage*. So that we may all have an opportunity to read it, we have made a schedule permitting each member to have the book for three days."

"Although we have followed the program focus in chapter meetings, we have not taken time to know our Society. *Our Heritage* will be a part of each program this year."

"We would like to see a copy of *Our Heritage* placed in every public library; our chapter is ordering an extra copy, which we shall present to our library."

"A copy of *Our Heritage* came recently. It is a book of beauty, an inspiration to read, and a source of information. How wonderful it is

to see pictures of, and to meet through the pages of this book, the Founders, past presidents, and other leaders! How inspiring it is to follow our achievements through each biennium! Express, please, our appreciation to International for this gift."

"As I read the biographical sketches of our Founders and past presidents, I breathed a prayer of humble thankfulness for those whose faith in me gave me membership; and I have dedicated myself again to carrying out our purposes and to giving dedicated service to an organization that has meant so much to me."

"The Miami convention will always live in my memories. To me, as a chapter president attending for the first time an international convention, every meeting was a highlight. Vividly memorable will be the impressive presentation of *Our Heritage* by Mrs. Eunah Holden and the lovely reception honoring her."

Thus have chapters spoken! As they have expressed appreciation for *Our Heritage* and gratefulness to the author, Eunah Temple Holden, they have rededicated themselves to better service in Delta Kappa Gamma and to the acceptance of the challenge given to us in Mrs. Holden's "Preface," which says,

Both the near look and the far vision are part of the inheritance. It remains important for tomorrow's history that Delta Kappa Gammas perpetuate the will, the ability, the freedom to try, to explore, to attain new heights.



RECRUITMENT OF COLLEGE TEACHERS

... The great need today—a need that is bound to intensify under emerging conditions and pressures—is for scholar teachers who are capable of leadership in the academic community. A college teacher should be thoroughly at home in his own discipline, a frequent traveler in related fields, a person deeply concerned with the continuing improvement of the intellectual and aesthetic life, and a qualified participant in a collegiate society dedicated to that life. He should be skilled in instruction, in stimulating enthusiasm and insight among his students, and in assessing the character and outcomes of college training. These qualities are likely to be of increasing value and importance in the years ahead.

Higher Education in a Decade of Decision

Educational Policies Commission of NEA and AASA, 1957, p. 87-88.

In Memoriam

To live in hearts one leaves behind is not to die

Arizona

Mrs. Faye Devine, president of Alpha Chapter, on August 30, 1960, in Tucson.

Arkansas

Mrs. Mary L. DeLoach, of Omega Chapter, on January 31, 1961, in Memphis, Tennessee.

Mrs. Morio Bennett Fleming, president of Alpha Rho Chapter, on March 3, 1961, in Fort Smith.

Mrs. Dora Hopkins, of Phi Chapter, on February 8, 1961, in Little Rock.

Mrs. Kate McKinstry Liipe, of Alpha Gamma Chapter, on September 3, 1960, in Eudora.

California

Mrs. Dorothea Baker, of Epsilon Alpha Chapter, on December 24, 1960, in Los Angeles.

Miss Marguerite M. Dart, of Alpha Iota Chapter, on July 31, 1960, in highway accident.

Miss Barbara Greenwood, of Epsilon Chapter, on November 10, 1960, in Los Angeles.

Miss Helena Little, honorary member of Epsilon Alpha Chapter, on October 10, 1960, in Lone Pine.

Mrs. Helen Beaumont Martin, of Epsilon Chapter, on October 21, 1960, in Los Angeles.

Mrs. Blanche Tarr Reynolds, honorary member of Gamma Chapter, on March 13, 1961, in Ventura.

Miss Agnes Mildred Toland, of Gamma Chapter, on March 17, 1961, in Santa Paula.

Colorado

Mrs. Gretchen H. Babcock, of Omega Chapter, on January 23, 1961, in Denver.

Dr. Ella A. Mead, honorary member of Delta Chapter, on January 12, 1961, in Greeley.

District of Columbia

Miss Earlene White, state honorary member, on February 17, 1961, in Washington, D. C.

Florida

Mrs. Anna Crist, honorary member of Eta Chapter, on February 14, 1961, in Milton.

Miss Margaret Estelle McKenzie, of Delta Chapter, recipient of Mu State Achievement Award, on March 11, 1960, in Palatka.

Hawaii

Mrs. Alda C. Lee, of Beta Chapter, on December 15, 1960, in Honolulu.

Illinois

Miss Carrie Darnier, of Alpha Pi Chapter, on January 4, 1961, in Vandalia.

Miss Henrietta Ehrhart, of Epsilon Chapter, on February 17, 1961, in Naperville.

Mrs. Melvina Heuer, of Alpha Alpha Chapter, on March 19, 1961, in Sterling.

Miss Mae Melissa Howe, of Alpha Lambda Chapter, on February 14, 1961, in Canton.

Miss Josephine Hulva, honorary member of Beta Chapter, on February 21, 1961, in Peoria.

Mrs. Ethel C. McGee, of Alpha Theta Chapter, on March 4, 1961, in Woodstock.

Mrs. Margaret L. Stritzel, of Rho Chapter, on February 20, 1961, in Joliet.

Indiana

Miss Ruth M. Bradford, of Chi Chapter, on March 22, 1961, in Marion.

Mrs. Adlai Dalbey, past president of Eta Chapter, on November 2, 1960, in Muncie.

Miss Irene Healy, of Beta Chapter, on December 28, 1960, in Indianapolis.

Miss Mabel McDowell, of Tau Chapter, on February 25, 1961, in Columbus.

Mrs. Geraldine H. Moorman, of Beta Chapter, on March 8, 1961, in Indianapolis.

Miss Gertrude E. Reed, of Sigma Chapter, on December 17, 1960, in Sturgis, Michigan.

Mrs. Katherine S. Youngman, past president of Beta Chapter, on October 24, 1960, in Indianapolis.

Kansas

Miss Elizabeth Jane Agnew, of Alpha Chapter, on February 8, 1961, in Newton.

Miss Eulalia Griffith Nevins, state founder and past president of Theta Chapter, on March 23, 1961, in Dodge City.

Mrs. Clara I. Perkins, of Alpha Tau Chapter, on February 28, 1961, in Winfield.

Mrs. Helen G. Smolt, of Alpha Alpha Chapter, on February 22, 1961, in Newton.

Kentucky

Mrs. Esther Frances Adams, of Beta Chapter, on January 4, 1961, in Cleveland, Ohio.

Louisiana

Mrs. Katherine Lyman Cornay, of Alpha Chapter, on March 11, 1961, in Lafayette.

Mrs. Bessie Holt, of Xi Chapter, on March 7, 1961, in Rayne.

Maine

Mrs. Edna S. Purdy, of Gamma Chapter, on March 14, 1961, in Gardiner.

Maryland

Miss Mary Katharine Cox, of Epsilon Chapter, on November 6, 1960, in Annapolis.

Massachusetts

Mrs. Mildred Jenks Hackwell, past president of Alpha Chapter, on February 5, 1961, in North Easton.

Michigan

Mrs. Mildred Booth, of Alpha Kappa Chapter, on August 25, 1960, in Muskegon.

Minnesota

Miss Gladys M. McAllister, of Alpha Chapter, on February 4, 1961, in Minneapolis.

Mississippi

Mrs. Floy James, honorary member of Zeta Chapter, on January 30, 1961, in Gulfport.

Mrs. Annie M. McClellan, of Epsilon Chapter, in February, 1961, in Memphis, Tennessee.

Nebraska

Miss Alta Cole, of Eta Chapter, on December 4, 1960, in Des Moines, Iowa.

New York

Dr. Beatrice Dow Brown, of Xi Chapter, on February 13, 1961, in Binghamton.

Mrs. Marguerite Miller, of Chi Chapter, on January 23, 1961, in Watertown.

Ohio

Miss Ruhamah L. Blue, of Upsilon Chapter, on June 15, 1960, in Cleveland.

Miss Ruth Drollinger, of Eta Chapter, on May 28, 1960, in Marion.

Miss Frances Louise Long, of Phi Chapter, on October 31, 1960, in Akron.

Miss Brena J. Parker, of Alpha Iota Chapter, on March 8, 1961, in Chester, West Virginia.

Mrs. Margaret Pennisten, of Beta Tau Chapter, on October 14, 1960, in Waverly.

Miss Geneva Terry, of Eta Chapter, on September 8, 1960, in Marion.

Mrs. Nora Vulgamore, of Beta Tau Chapter, on April 12, 1960, in Waverly.

Oklahoma

Mrs. Ruth Frances Davis, of Alpha Lambda Chapter, on January 17, 1961, in Tulsa.

Miss Myrtle Garrison, of Kappa Chapter, on January 4, 1961, in Wichita, Kansas.

Mrs. Bessie Henry, of Alpha Xi Chapter, on January 20, 1961, in Oklahoma City.

Mrs. Lula K. Pratt, of Epsilon Chapter, on March 25, 1961, in Muskogee.

Miss Margaret Jane Wyndham, honorary member of Beta Chapter, on February 21, 1961, in Tulsa.

Oregon

Mrs. Dorothy Heintzelman, of Kappa Chapter, on October 15, 1960, in Corvallis.

Pennsylvania

Mrs. Gladys Hansel Henry, of Alpha Gamma Chapter, on February 5, 1961, in Meadville.

Miss Madeline Hershey, past president of Upsilon Chapter, on November 18, 1960, in Jersey Shore.

South Carolina

Mrs. Helen Clark Martin Wilson, of Beta Chapter, on February 10, 1961, in Charleston.

Texas

Miss Nannie D. Andrews, of Delta Omicron Chapter, on October 8, 1960, in Canyon.

Mrs. Irene Martin Ballew, honorary member of Alpha Chi Chapter, on December 15, 1960, in Lampasas.

Miss Bessie Bishop, of Psi Chapter, on November 23, 1960, in Denison.

Mrs. Nana Campbell, past president of Psi Chapter, on October 27, 1960, in Denison.

Miss Onie Beatrice Easley, of Delta Sigma Chapter, on July 13, 1960, in Dallas.

Mrs. Allie Maxwell Evans, honorary member of Nu Chapter, on February 26, 1961, in San Marcos.

Mrs. Frances Kay Flaherty, past president of Alpha Eta Chapter, on February 19, 1961, in Tyler.

Miss Annie Lee Purl, past president of Xi Chapter, on January 31, 1961, in Georgetown.

Mrs. Jennie Pyburn, of Tau Chapter, on January 31, 1961, in Houston.

Mrs. Sallie Ross Sanders, of Alpha Mu Chapter, on January 19, 1961, in La Feria.

Mrs. Amelia Thurmond, of Epsilon Zeta Chapter, on February 9, 1961, in Fort Worth.

Virginia

Mrs. Lucy M. Wing, of Mu Chapter, on June 29, 1960, in Washington, D. C.

Washington

Dr. Jennie M. Reed, of Alpha Chapter, on March 12, 1961, in Bellevue.

West Virginia

Miss Irene Virginia Aber, of Alpha Chapter, on February 8, 1961, in St. Petersburg, Florida.

Miss E. Louise Byers, of Delta Chapter, on January 14, 1961, in Grafton.

Mrs. Jess Grose Clark, of Theta Chapter, on December 4, 1960, in Logan.

Miss C. Jeanette Oswald, of Gamma Chapter, on December 16, 1960, in Pittsburgh, Pennsylvania.

Wisconsin

Miss Hattie Nelson, of Alpha Chapter, on January 21, 1961, in Stoughton.

Mrs. Martha Fleming Thon, of Gamma Chapter, on January 30, 1961, in Wausau.

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